REPORT RESUMES

ED 011 614 08
TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL.
BY- WELLMAN, FRANK E.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER BR-6-2212 PUB DATE 30 SEP 66
GRANT OEG-3-6-06-2212-0726
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- LEADERSHIP, *INSTITUTES (TRAINING PROGRAMS), *COUNSELOR TRAINING, *VOCATIONAL COUNSELING, *OCCUPATIONAL GUIDANCE, *INTERDISCIPLINARY APPROACH, ECONOMIC FACTORS, CULTURAL FACTORS, PSYCHOLOGICAL CHARACTERISTICS, ADMINISTRATION, CURRICULUM DEVELOPMENT, GUIDANCE COUNSELING, COLUMBIA

A MULTIDISCIPLINARY TRAINING INSTITUTE WAS PROVIDED FOR A SELECT GROUP OF 40 STATE AND LOCAL VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL EMPLOYED IN LEADERSHIP POSITIONS. THE DESIGN OF THE INSTITUTE EMPHASIZED THE DEVELOPMENT OF UNDERSTANDINGS, KNOWLEDGES, AND PROFESSIONAL MATERIALS RELATED TO (1) ECONOMIC FACTORS INFLUENCING VOCATIONAL EDUCATION NEEDS AND THE VOCATIONAL DECISION-MAKING PROCESS, (2) SOCIAL AND CULTURAL FACTORS OF VOCATIONAL COUNSELING, (3) PSYCHOLOGICAL FACTORS RELATED TO CAREER DEVELOPMENT AND VOCATIONAL CHOICES, AND (4) ADMINISTRATIVE CONSIDERATIONS IN THE EVALUATION OF MULTIDISCIPLINARY FACTORS IN VOCATIONAL PROGRAM ORGANIZATION AS WELL AS IN THE COORDINATION OF GUIDANCE AND COUNSELING ACTIVITIES AT ALL ORGANIZATIONAL LEVELS. THE FORMAT OF THE INSTITUTE PROVIDED FOR 30 HOURS OF SCHEDULED ACTIVITIES IN EACH OF 4 WEEKS. ONE-HALF OF THIS TIME WAS DEVOTED TO LECTURE AND DISCUSSION OF THE DIMENSIONS OF VOCATIONAL COUNSELING IN THE FOUR AREAS OF ECONOMICS, SOCIOLOGY, PSYCHOLOGY, AND ADMINISTRATION. THE BALANCE OF THE TIME WAS DEVOTED TO SMALL-GROUP WORK SESSIONS IN THE PREPARATION OF PROFESSIONAL WORKING PAPERS ON ASSIGNED TOPICS RELATED TO THE MAJOR AREAS. THE OVERALL EVALUATION OF THE INSTITUTE BY THE TRAINEES AND THE STAFF WAS FAVORABLE TO THE MULTIDISCIPLINARY CURRICULUM APPROACH USED AND TO THE HIGH DEGREE OF TRAINEE INVOLVEMENT WHICH THE INSTITUTE'S FORMAT REQUIRED. A FOLLOWUP WAS RECOMMENDED TO DETERMINE THE LONG-TERM TRAINING EFFECTIVENESS. A RELATED REPORT IS AA 000 050. (JH)

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education
This document has been reproduced exactly as received from the person or organization originating it. Points of view or opinions stated do not necessarily represent official Office of Education position or policy.

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

Frank E. Wellman, Director

Office of Education Grant Number OEG 3-6-06 2212-0726
The Vocational Education Act of 1963, P.L. 88-210, section 4(c)

University of Missouri
Columbia, Missouri

September 30, 1966

The Project Reported Herein was
Supported by a Grant from the
U.S. Department of Health, Education, and Welfare
Office of Education
Bureau of Research
Division of Adult and Vocational Research

SUMMARY OF PROJECT

(a) Grant Number: OEG 3-6-06 2212-0726

(b) Title: Training Institute for Vocational Guidance and Counseling Personnel

(c) Director: Frank E. Wellman

(d) Institution: University of Missouri
Columbia, Missouri

(e) Duration: July 11, 1966 to August 5, 1966

(f) Purpose and Objectives:

The general purpose of this project was to provide a multidisciplinary training opportunity for a select group of State and local vocational guidance and counseling personnel employed in leadership positions. Specifically, the Institute was designed to develop understandings, knowledge, and professional materials with respect to:

1. Economic factors influencing
   a. the need for vocational and technical education, and
   b. the vocational decision making process among youth and adults.
2. Social and cultural factors related to the vocational counseling of youth and adults.
3. Psychological factors related to the career development and vocational choices of non-college bound students.
4. Administrative considerations in the evaluation of economic, social and cultural, and psychological factors in program organization, as well as in the coordination of vocational counseling activities of the various local, State and Federal agencies.

(g) Procedures:

The forty (40) trainees in the Institute were selected from applicants from twelve (12) States in the North Central region on the basis of their qualifications in the field of guidance and counseling and their employment in positions of responsibility in State or local school systems. The selection committee was composed of a representative from the

Missouri Board for Vocational Education, and three (3) University of Missouri faculty members in the areas of industrial education and guidance and counseling. The trainees were comprised of seven (7) guidance directors or supervisors from six (6) State Departments of Education, and thirty-three (33) from local school systems.

The organization and basic format of the Institute provided for thirty (30) hours of scheduled activities each of the four (4) weeks. Fifty (50) percent of the time was devoted to lecture and discussion of the dimensions of vocational counseling in the four (4) areas of economics, sociology, psychology, and administration. The balance of the time was devoted to small group work sessions in the preparation of professional working papers on assigned topics related to the major areas.

The basic staff of the Institute was University of Missouri faculty from the Departments of Economics, Education, and Sociology. Special consultants from the U.S. Office of Education, the U.S. Department of Labor, local school systems, and other colleges and Universities were used to supplement the regular staff. Additional administrative and clerical staff was provided.

Resource materials in all the areas of study were made available for use of the trainees in the work group rooms and through the University library. Adequate materials were available with respect to the academic areas considered, but materials pertinent to the application of some of the areas to vocational counseling are quite limited.

Each trainee received four (4) semester hours of graduate credit in G400 Problems in Vocational Guidance. No tuition or fees were charged and each trainee received a subsistence allowance of seventy-five dollars ($75.00) per week plus fifteen dollars ($15.00) for each dependent. Transportation costs of the trainee from the point of residence to Columbia, Missouri and return were reimbursed.

(h) Results and Conclusions:

The substantive content and organizational structure of this Institute was rather unique as an approach to training vocational guidance and counseling personnel. The inclusion of multidisciplinary content within one concentrated training period has seldom been attempted, and the indirect approach to the improvement of the work of vocational counselors through supervisory training has not been exploited in the field of guidance and counseling.

The overall evaluation of the Institute by the trainees and the staff was quite favorable to the approach used. The major strengths of the Institute were in (1) the high quality of the trainees selected for the program; (2) the appropriateness of the economic, sociological, psychological, and administrative content of the curriculum to vocational counseling; (3) the general format of the Institute which required a high degree of personal involvement on the part of the trainees; and (4) the staffing of the Institute with professional personnel of stature in the respective disciplines covered in the curriculum.

The most serious weaknesses of the Institute as operated centered around the time schedule to cover the curricular areas as comprehensively as desired. All areas proposed for the Institute were covered as planned, but the press of time was often felt in limitations on discussion and independent study. A companion weakness was the inability to produce the quality of working papers desired by the trainees. The materials produced are valuable and will be useful at the State and local level, but they do not represent the comprehensive and polished documents that all those involved would have desired.

In addition to making modifications in future institutes to correct the weaknesses mentioned above it would seem desirable to utilize management and labor more in the conduct of the program.

Field trips to industrial installations, and to vocational and technical schools would be an appropriate addition to the program. Also, management and labor union representatives could be used profitably as consultants to such an institute.

The strengths and the observed outcomes far outweigh the weaknesses of this training project. The enthusiasm and industry of the trainees in the pursuit of knowledge and understanding in areas foreign to many of them was an outward demonstration of their acceptance of the general content and organization. The follow-up of the results as they are applied in operating programs in State and local school systems will be the real test of the effectiveness of the Institute. At this time it appears to have been an extremely fruitful approach with much promise for future utilization in the preparation of vocational counselors.

TABLE OF CONTENTS

Page

Summary of Project i

Table of Contents v

List of Tables vii

Problem 1

Purposes 2

Description of Procedures, Methods, Materials, and Trainees . . 4
- A. Recruitment and Selection of Trainees 4
- B. Enrollment of Trainees 9
- C. Subsistence and Transportation Allowances 9
- D. General Format and Procedures 10
- E. Institute Program 12
  - 1. Economic Dimensions of Vocational Counseling . . . 13
  - 2. Social and Cultural Dimensions of Vocational Counseling 18
  - 3. Psychological Dimensions of Vocational Counseling . . 25
  - 4. Administrative Dimensions of Vocational Counseling . . 30

Evaluation of the Institute 35

Conclusions and Recommendations 41

Appendices

Appendix A - Institute Announcement and Application for Admission 45

Appendix B - Rating Sheet for Institute Applicants 51

Appendix C - Letter of Acceptance and Application for Subsistence Allowance 53

Appendix D - Letter to Applicants not Accepted 58

Appendix E - Roster of Trainees 60

Appendix F - Dependents Claimed and Subsistence Allowance Paid 66

Appendix G - Transportation Reimbursement 69

Appendix H - Format for Working Papers 73

Appendix I - Resource Materials for Institute 75

Appendix J - Textbook List 88

Appendix K - Dimensions of Vocational Counseling -- Working Papers 90

Appendix L - Institute Evaluation Form 91

LIST OF TABLES

Page

Table 1. - Applicants and Trainees by State and Employment Setting of Trainees 8

Table 2. - Percentage of Trainees Rating Institute Content in the Respective Rating Categories . . 37

Table 3. - Percentage of Trainees Rating General Institute Organization in the Respective Rating Categories 38

PROBLEM

This Institute was focused on the problem of synthesizing into one integrated training program the major economic, sociological, psychological, and administrative variables which are related to the process of vocational decision-making with particular emphasis on the non-college bound high school student.

Most Counselor preparation programs place a primary emphasis upon the psychological aspects of counseling with respect to vocational decisions. All too often the environmental forces, which have an influence upon such decisions, are treated lightly. A balance in the training program so that all pertinent areas of decision-making variables are considered is extremely difficult to achieve in a one year Master's degree program. Consequently, the level of training of the more than 40,000 high school Counselors in the Nation would suggest that at best most of these counselors have had no more than a superficial exposure to the economic, sociological, and administrative variables which are related to the process of vocational guidance and counseling.

A basic premise of the Institute was that the leadership personnel in State and local school systems provide the most efficient approach to developing among vocational counselors an awareness and an understanding of the crucial environmental forces. State and local directors of guidance have a primary responsibility for personnel development in their respective agencies. The development of understandings, knowledge, and professional materials among this group would then enable them to initiate program changes and in-service education programs aimed at providing more comprehensive and realistic vocational counseling for high school students.

PURPOSES

The general purpose of this Institute was to develop understandings, knowledge, and professional materials, which would enable State and local vocational guidance personnel to:

(1) identify and interpret the needs for vocational and technical education among non-college bound youth;

(2) translate those needs to State and local personnel responsible for the development of vocational and technical curricula and programs; and

(3) develop in-service education programs to upgrade vocational counselors serving non-college bound youth.

The specific purposes of this Institute were to develop understandings and knowledge among State and local vocational guidance supervisory personnel, and to prepare working documents, with respect to:

(1) economic factors influencing
    (a) the need for vocational and technical education, and
    (b) the vocational decision making process among youth and adults.

(2) social and cultural factors related to the vocational motivations and opportunities of youth and adults, as well as, the significance of these factors in understanding and counseling with the economically, socially, and culturally disadvantaged.

(3) psychological factors related to the career development and the vocational decision making process among the non-college bound students, including considerations

of the interactions of abilities, aptitudes, interests, values, and environmental antecedents in the psychodynamics of these processes.

(4) administrative procedures for the evaluation of economic, social and cultural, and psychological factors in the organization of a program to provide effective vocational counseling for non-college bound youth and adults.

(5) coordination of the vocational counseling activities of the various local, State, and Federal agencies supporting and operating programs for the vocational training of youth and adults, including specific knowledge of such activities and suggested cooperative arrangements.

DESCRIPTION OF PROCEDURES, METHODS, MATERIALS, AND TRAINEES

A. Recruitment and Selection of Trainees

The trainees were recruited from the twelve states of Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The State Director of Guidance in each of these states was asked to provide the names of State Supervisors of Guidance, City Directors of Guidance, and other persons in the State who could meet the following qualifications:

1. professionally qualified as a vocational counselor under standards set forth by the State Board for Vocational Education or the State Department of Education in the State where employed
2. employed with professional leadership responsibilities in the field of vocational counseling in a local school system or in a State Department of Education

The names of 342 persons were submitted by the State officials. The number of names submitted varied from 96 in Indiana to 5 in North Dakota. A total of more than 400 Institute announcements and applications (see Appendix A) were mailed to those persons suggested by the State Directors, to the State Offices, and to individuals requesting information and applications. Seventy-nine (79) completed and useable applications for enrollment in the Institute were received by the deadline of May 31, 1966.

The applicants were rated by a selection committee composed of:

Charles Foster, Director
Guidance Services
State Department of Education
Jefferson City, Missouri

H. H. London
Professor of Industrial Education
University of Missouri

Earl Moore
Assistant Professor of Education
University of Missouri

Frank Wellman, Director
Training Institute
University of Missouri

Each applicant was rated independently by each member of the committee on the basis of the following criteria (see Rating Sheet for Institute Applicants, Appendix B):

1. Qualifications as a counselor as evidenced by professional certificates held and professional academic preparation completed (transcripts were available to the committee).
2. Leadership position with particular emphasis on supervisory responsibilities as reported in item 6 of the application and the rank of the immediate supervisor of the applicant.
3. Interest in vocational counseling of non-college bound students as might be inferred from present position, past experience and the nature of the school system employing the applicant.
4. Opportunity to implement the Institute learnings on a large scale as determined by present position, size of school system, vocational and technical education offerings and enrollments, and an estimate of the non-college bound student population in the system.

5. Geographic distribution with respect to representation from the states included in the region covered and the number of applications received from the respective states. This criterion was employed only in final screening after all other criteria had been met by the applicant.

Finally, each rater was asked to recommend that each applicant be either accepted, rejected or maintained as an alternate. The ratings and recommendations of the four raters were summarized and the forty (40) applicants rating highest were notified of their selection for enrollment in the Institute, and were asked to file their acceptance and application for subsistence allowance with the Director no later than June 13, 1966 (see Appendix C). Thirty-six (36) of the forty (40) applicants filed an intent to enroll. Four additional applicants were invited to enroll and accepted. On June 20, 1966 those applicants who were not selected were so notified (see Appendix D). A few days before the starting date of the Institute, two of those selected found it impossible to attend and two additional trainees were selected.

The forty (40) trainees who enrolled in the Institute (see Appendix E for roster of trainees) all hold positions of leadership in the field of vocational counseling in (1) vocational or technical high schools, (2) comprehensive high schools offering vocational or technical education programs, or (3) State Departments of Education. All of them met the professional qualifications for vocational counseling as established by the State Board for Vocational Education or by the State Department of Education in the State where they are employed. Thirty-nine (39) of the forty (40) trainees had completed the Master's degree and most of them had substantial amounts of work beyond the Master's degree, including one who had completed the doctorate. Each State in the proposed region had at least one trainee enrolled in the Institute. Table 1 reports the geographic distribution of the applicants and the trainees as well as the employment setting of trainees.

TABLE 1

APPLICANTS AND TRAINEES BY STATE AND EMPLOYMENT SETTING OF TRAINEES

State	Number of Applicants	Total Enrolled	EMPLOYMENT State Department of Education	 Local School Systems
ILLINOIS	8	4		4
INDIANA	11	4	1	3
IOWA	6	4	1	3
KANSAS	1	1		1
MICHIGAN	3	1		1
MINNESOTA	5	2	1	1
MISSOURI	23	11	1	10
NEBRASKA	2	1		1
NORTH DAKOTA	1	1	1	
OHIO	4	3	2	1
SOUTH DAKOTA	7	4		4
WISCONSIN	8	4		4
TOTAL	79	40	7	33

B. Enrollment of Trainees

The trainees were enrolled in the Graduate School of the University of Missouri as non-degree students and each received four (4) semester hours of graduate credit in G400 - Problems in Vocational Guidance. No registration fees were charged the enrollees of the Institute.

C. Subsistence and Transportation Allowances

Each trainee was paid a subsistence allowance of seventy-five dollars ($75.00) per week plus fifteen dollars ($15.00) per week for each dependent for the four week period of the Institute. The criteria for claiming dependents may be found on page two of the Application for Subsistence Allowance (see Appendix C). The names, number of dependents claimed, and amounts of subsistence allowance paid each trainee are reported in Appendix F.

Transportation from the point of residence to Columbia, Missouri and return was paid to each trainee. In accordance with the travel policy of the University of Missouri, all residents of the State were paid at the rate of eight cents per mile when a private automobile was utilized, or the cost of public transportation used but not in excess of eight cents per mile. The trainees from out-of-State were reimbursed for public transportation when used, or when a private automobile was used reimbursement was calculated on the basis of lowest class air fare available plus limosine and taxi fares or eight cents per mile which ever was the lowest amount. The names, point of residence, and amounts paid for transportation are reported in Appendix G.

D. General Format and Procedures

Each week of the Institute was devoted to different academic content but related in terms of the central focus upon vocational counseling of youth and young adults. The amount of time scheduled for the study of each of the four major areas was equal and the general structure of the Institute was the same each week. Approximately forty (40) percent of the time, or twelve (12) hours per week, was scheduled for academic lectures and discussion and the balance of the thirty (30) hour schedule was spent on small group work in the preparation of papers on assigned topics. This structure of the Institute enabled (1) the didactic presentation of the substantive areas, (2) the active participation by the trainees in applying didactic learnings to problems and issues in vocational counseling with emphasis on the non-college bound student, and (3) the production of sixteen (16) papers which will serve as resource materials for the trainees when they return to their work in State and local school systems.

The basic structure of the Institute, with slight variations where needed, was as follows each of the weeks:

Day	Morning Schedule 9:00 - 12:00	Afternoon Schedule 1:00 - 4:00
Monday	Overview-Lecture and Discussion	Work Groups
Tuesday	Work Groups	Lecture & Discussion
Wednesday	Work Groups	Lecture & Discussion
Thursday	Work Groups	Lecture & Discussion
Friday	Work Groups	Work Group Reports

The work groups were organized to maximize the opportunity for each trainee to work with as many of the other trainees as possible during the four week period, and to work on those problems and issues of greatest interest to them. The papers produced by the work groups were presented to the group as a whole each week, and were duplicated so that each trainee would have a copy of all the papers. The same basic format was used in the preparation of all papers (see Appendix H).

Each work group was composed of ten trainees. A chairman and a secretary were selected by each group each week and an effort was made to permit as many different trainees as possible to serve in such a leadership capacity. A separate work room was provided in the Lewis and Clark Residence Center for each work group. Basic resource materials, relevant to the Institute problems, were made available in one or more of the work rooms (see Appendix I), and the trainees were permitted to use such materials in the rooms at any time or to check them out overnight. Additionally, each trainee purchased six basic textbooks covering the fundamentals of the areas of study (see Appendix J).

E. Institute program

The specific program for each week of the Institute, the Institute staff for each area, the work group assignments, and the papers prepared are as follows:

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

AREA ONE - ECONOMIC DIMENSIONS OF VOCATIONAL COUNSELING

July 11 - July 15

Personnel:

Institute Leader:
Professor James W. Robinson
Department of Economics
University of Missouri

Assistant to Institute Leader:
Professor Jerald Robinson
Department of Economics
University of Missouri

Consultants:
Mr. Tom E. Turpin
Assistant Regional Director for Manpower and Employment
United States Department of Labor
Chicago, Illinois

Mr. Lane Ash
Director, Program Services
Division of Vocational and Technical Education
United States Office of Education
Washington, D. C.

Observer:
Dr. Hubert Houghton, Chief
Counselor Preparation Section
United States Office of Education
Washington, D. C.

July 11

8:00 - 9:00 a.m.	Enrollment	S204 Memorial Union
9:00 - 9:30 a.m.	Welcome and Institute Organization	" " "
9:30 - 12:00 a.m.	Lecture and Discussion Professor James W. Robinson	" " "

"The Economy, Government, and Employment: An Overview"

a) U. S. Economic System

b) Supply, Demand, and Resource Allocation

c) Monetary and Fiscal Policy

d) Employment and Economic Stability

1:00 - 4:00 p.m. Small Group Work Sessions — Lewis and Clark Residence Center

July 12

9:00 - 12:00 a.m. Small Group Work Sessions — Lewis and Clark Residence Center

1:00 - 4:00 p.m. Lecture and Discussion — 215 Hill Hall
Professor James W. Robinson

"Approaches to Unemployment"

a) Government Programs
  (1) Insurance
  (2) Retraining
  (3) Relocation

b) Labor-Management Plans

c) European Experience

July 13

9:00 - 12:00 a.m. Small Group Work Sessions — Lewis and Clark Residence Center

1:00 - 4:00 p.m. Lecture and Discussion — 215 Hill Hall
Professor James W. Robinson

"Collective Bargaining and Employment"

a) U. S. Trade Unions

b) Trends in Collective Bargaining

c) Organized Labor and the Economy

July 14

9:00 - 12:00 a.m. Small Group Work Sessions — Lewis and Clark Residence Center

1:00 - 3:00 p.m.	Lecture and Discussion Tom E. Turpin, Assistant Regional Director for Manpower and Employment	215 Hill Hall

"Current Trends in U. S. Employment"

3:00 - 4:00 p.m.	Lecture and Discussion Lane Ash, Director, Program Services. Division of Vocational and Technical Education United States Office of Education	215 Hill Hall

"Federal Legislation for Vocational Education"

July 15

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
12:30 - 4:00 p.m.	Summary and Work Session Reports	215 Hill Hall

Suggested Readings

Each student should have a copy of George Soule, The New Science of Economics: An Introduction (New York: Fawcett, 1964), and Stanley Lebergott, Men Without Work: The Economics of Unemployment (Englewood Cliffs: Prentice-Hall, 1964).

July 11	Soule, pp. 15-53, 65-141 Lebergott, pp. 1-49
July 12	Lebergott, pp. 115-173
July 13	Materials to be distributed
July 14	Lebergott, pp. 55-113

Issues*

During the course of the week, each of the four work groups will discuss and prepare suggestions on one of the topics listed below.

Work Group #1. Technological Change and Employment Opportunity. It has been asserted that the process of technological change or of automation will create more jobs, instead of destroying jobs as commonly believed. Is this statement correct? What factors will be important in the determination of the result?

---

*See Appendix K for papers developed in this area.

Work Group #1 Members:
Allen J. Kelsay, Co-Chairman
David L. Looney, Co-Chairman
Dellas Chastain
Walter Flannery
Bruce Gould
John McCarthy
Ralph Onarheim
Gerald Ross
Leo S. Scott
Bob Stinson

Work Group #2. Dimensions of a Full-Employment Policy. The expressed policy of the Federal Government since 1946 is to create and maintain full employment. Is it possible to accomplish this goal today without some indirect adverse results? What are these results, if any? What new methods might be employed to do this?

Work Group #2 Members:
Reynold Erickson, Chairman
Carmon D. Bixler
Jerry Bolmeier
William Erpenbach
Russell Frid
Jim Nickell
Dermot Schnack
Leonard Timmerman
Charles Wright
John M. Zeug

Work Group #3. Adjustment to Technological Change--An Analysis of Major Approaches. There have been attempts to adjust to technological change through both governmental and private means. Which of these courses of action (or both or neither) offers the best chance of success? Why? What new approaches might be sought and applied?

Work Group #3 Members:
Walter Adams
William Britson
Adair Callison, Chairman
John Cornette
Frank W. Downhour
Lester E. Foote
Garland V. Longhofer
Gerald Quinn
Walter Redmon
Roger A. Webb

Work Group #4. A Cooperative Approach to Youth Employment. How can the trade union, the business community, and the schools work together to provide an efficient labor market and to minimize employment problems of young people?

Work Group #3 Members: Jim Athen, Chairman
John R. Banning
Don Bloss
Lyle S. Evenson
Richard Galusha
Dennis E. Hanley
Walter Horvatich
Janet Land
Bill Rosser
David Yahnig

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

AREA TWO - SOCIAL AND CULTURAL DIMENSIONS OF VOCATIONAL COUNSELING

July 18 - July 22

Personnel:
Institute Leader:
Professor Robert W. Habenstein
Department of Sociology
University of Missouri

Assistant to Institute Leader:
Professor Peter K. Manning
Department of Sociology
University of Missouri

Consultant:
Dr. William Perlmutter, Dean
College of Fine and Professional Arts
Kent State University, Kent, Ohio

July 18

9:00 - 11:00 a.m.	Lecture and Discussion Dr. Robert W. Habenstein "Perspectives on the Social Problems of the Poor"	S204 Memorial Union
11:00 - 12:00 a.m.	Identification and Discussion of Work Group Topics	S204 Memorial Union
1:00 - 4:00 p.m.	Small Group Work Sessions	Lewis and Clark Residence Center

July 19

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dr. Robert W. Habenstein "Family Life Style, Kinship and Strategies of Survival Among the Poor"	215 Hill Hall
4:00 - 5:00 p.m.	Movie, "The Edge of Abundance"	215 Hill Hall

July 20

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dean William Perlmutter	Arts and Science Auditorium

"Motivation of the Young with Special Emphasis on the Job Corps Experience"

July 21

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dr. Peter Manning	215 Hill Hall

"Work and Meaning: Some Perspectives on Job Choice"

July 22

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Summary and Work Session Reports	215 Hill Hall

Work Group Problems: Defined and Assigned

Introduction

The concepts "poor and "lower class" are too amorphous for effective use by applied social scientists or social clinicians. There are varieties of "poor" and kinds of "subcultures," all of whom in one combination or another may be found among people who are economically disadvantaged. It is incumbent upon the vocational guidance counselor to develop a set of more refined, or more specific, categories of the poor so that he may better be able to apply specialized techniques and/or communicate meaningfully to the people he is trying to help; and, obviously, he will be in the best position to help in direct proportion to the specificity and applicability of his knowledge.

As special project problems for the sociological segment of the Institute, each of the four work groups will concentrate their studies on one of the four related types of lower socioeconomic classes as developed by S. M. Miller at the Syracuse University Youth Development Center. His formulation appears in Social Research (Spring 1964) and more recently in the Shostack and Gomberg (eds.) New Perspectives on Poverty (Spectrum #S-112, Prentice-Hall, paperback). A mimeographed elaboration of the scheme will be given to each student.

The upshot of Miller's attempt to produce more specific and consequently more applicable categories of description and analysis is a four-fold classification of types of the American lower classes. These are (1) the stable poor, (2) the "strained," (3) the "copers," and (4) the unstable. Each of these types is characterized by a distinctive combination of culture, or life style, and socioeconomic class, or ability to command goods and services from the economy. It is not necessary to elaborate these types here.

Assignment

Each of the four work groups, then, will have assigned to it one of the specific types found by Miller in the American classes. It will be their task to prepare a report that:

1. elaborates the meaning of the specific type, its content and relationship to the larger whole.
2. adduces evidence and examples to validate the type as useful for analysis of poverty-afflicted Americans.
3. develops fully the implications of the type for vocational guidance counselors from the standpoint of:
    a. understanding and comprehending the varied types of poor, particularly the type under consideration.
    b. application in the professional activities of the guidance counselors.
4. assesses the evidence that there is or is not general recognition of the type of poor being studied--by local, state, national policy groups, and by scholars, and researchers involved in poverty studies.
5. seeks a possible integration of the typological approach with others already demonstrated as useful to the social clinician.
6. makes suggestions for extension, revision, or restructuring of the concept under study.

7. develops a critical list of aids, bibliographical, resource persons, etc., strategically valuable for the further investigation into and application of the type and the typological scheme of which it is a related part.

Work Groups*

Work Group #1 - The Stable Poor

John Banning, Chairman
Jim Athen
Walter Adams
Carmon Bixler
Don Bloss
Jerry Bolmeier
William Britson
Adair Callison
William Erpenbach
Allen Kelsay

Work Group #2 - The Copers

Dellas Chastain, Co-Chairman
G. V. Longhofer, Co-Chairman
Reynold Erickson
Frank Downhour
Walter Flannery
Lester Foote
Richard Galusha
Bruce Gould
Dennis Hanley
Walter Horvatich

Work Group #3 - The Unstable Poor

John Cornette, Co-Chairman
Ralph Onarheim, Co-Chairman
Russell Frid
Janet Land
David Looney
John McCarthy
Jim Nickell
Bill Rosser
Dermot Schnack
David Yahnig

Work Group #4 - The Strained

Bob Stinson, Chairman
Lyle Evenson
Gerald Quinn
Walter Redmon
Gerald Ross
Leo Scott
Leonard Timmerman
Roger Webb
Charles Wright
John Zeug

---

*See Appendix K for papers developed in this area.

Reading List: Sociology

I. Topic categories and sample bibliographic references. Categories from S. M. Miller.

A. THE STABLE POOR

1. Blue-Collar Marriage, Komarovsky.
2. "The Employed Poor," Willie and Riddick in Poverty as a Public Issue, Seligman (ed.).
3. "Poverty of Aging," in Poverty as a Public Issue .
4. Family and Kinship in East London, Willmot and Young.

B. THE COPERS

1. The Employed Man and His Family, Komarovsky.
2. The Family Life of Old People, Townsend.
3. "Crucible of Identity," Rainwater, in Daedalus, winter 1965.
4. Beyond the Melting Pot, Glazer and Moynihan.
5. Down and Out in Paris and London, G. Orwell.

C. THE UNSTABLE

1. "Poverty and Disrepute," D. Matza in Contemporary Social Problems, Merton and Nisbot (eds.), 1966.
2. The Negro Family, Moynihan.
3. Beyond the Melting Pot, Glazer and Moynihan.

D. THE STRAINED

1. "Crucible of Identity," Rainwater, in Daedalus, winter 1965.
2. Automobile Workers and the American Dream, Chinoy.
3. Working Class Suburb, Berger.
4. Man on the Assembly Line, Walker and Guest.

II. General Resources

A. "The American Lower Classes: A Typological Approach," S. M. Miller. (mimeographed)

B. PUBLISHED ARTICLES

1. "Focal Concerns of Lower Class Culture," Walter Miller.
2. "The Lower Class Value Stretch," Hyman Rodman.
3. "Our Invisible Poor," Dwight Macdonald.
4. "Poverty and Self-Indulgence: A Critique of the Non-Deferred Gratification Pattern, " Miller, Riesman and Seagul in Poverty in America, Ferman, et al. (ed.)

C. 1. "Value Systems of the Different Classes," Herbert Hyman.
   2. "Portrait of the Underdog," G. Knupfer.
   3. "Class Differences in Family Stability," Hollingshead.
   4. "Reference Groups and Social Mobility," Merton and Kitt.
   5. "Jobs and Occupations, A Popular Evaluation," North and Hatt.

The above five articles are in Class Status and Power, R. Bendix and S. M. Lipsett, editors.

D. 1. "The Meaning of Work," whole section
   2. "Career Patterns," whole section
   3. "Social Status of Occupations," whole section

The above three articles are in Man, Work, and Society, Nosow and Form, editors.

E. 1. "Dimensions of Poverty," H. Miller.
   2. "The War on Poverty," S. M. Miller and M. Rein.
   3. "Job Opportunities and Poverty," G. C. Means.

The above three articles are in Poverty as a Public Issue, B. Seligman, editor.

III. Books

A. WORK AND ITS MEANING

1. Gross, E. Work and Society.
2. Hughes, E. C. Men and Their Work.
3. Orwell, G. Down and Out in Paris and London.
4. Riesman, D. The Lonely Crowd.
5. Shostak and Gomberg. Blue-Collar World. (also good on marriage, leisure, motivation)
6. Wilensky and LeBeaux. Industrial Society and Social Welfare.

B. FAMILY

1. Frazier. The Negro Family in the United States.
2. Gans, H. Urban Villagers.
3. Glazer and Moynihan. Beyond the Melting Pot.
4. Hollingshead, A. Elmstown's Youth.
5. Moynihan, D. The Negro Family.

C. GENERAL SOURCES

1. Baldwin. Nobody Knows My Name in the Midst of Plenty.
2. Brenner. From the Depths.
3. Galbraith. The Affluent Society.
4. Hunter, R. Poverty.

5. Lewis, O. Five Families and Children of Sanchez.
6. Miller, H. Poverty, American Style.
7. May, E. The Wasted.
8. Shannon. The Great Depression.

Note: Other works on reserve. See supplemental list.

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

AREA THREE - PSYCHOLOGICAL DIMENSIONS OF VOCATIONAL COUNSELING

July 25 - July 29

Personnel:
Institute Leader:
Professor Frank Wellman
College of Education
University of Missouri

Assistant to Institute Leader:
George C. Schowengerdt
College of Education
University of Missouri

Consultants:
Professor Norman Gysbers
College of Education
University of Missouri

Professor Emery G. Kennedy
Director of Guidance Services
Kansas State College of Pittsburg

July 25

9:00 - 12:00 a.m.	Lecture and Discussion Dr. Frank Wellman	S206 Memorial Union

"A Psychological Construct for Vocational Decision-Making"

1:00 - 4:00 p.m.	Small Group Work Sessions	Lewis and Clark Residence Center

July 26

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dr. Norman Gysbers	215 Hill Hall

"Career Development Theories and Research"

July 27

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 2:00 p.m.	Work Group Progress Reports	215 Hill Hall
2:00 - 4:00 p.m.	Lecture and Discussion Dr. Norman Gysbers	" " "

"Use of Environmental Information in Vocational Decision-Making"

July 28

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dr. Emery Kennedy	215 Hill Hall

"The Integration of Psychological Information in Vocational Decision-Making"

July 29

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Summary and Work Session Reports	215 Hill Hall

Work Group Problems*

Psychological dimensions of vocational counseling include those characteristics of individuals which are associated with the manner in which they react to and interact with environmental variables related to vocational choice and adjustment. The antecedents of such characteristics are important as we study means of modifying attitudes and behavior in an effort to facilitate career development. The integration of individual and environmental information into the vocational counseling process is fundamental to a cognitive approach to realistic vocational decisions. The motivation of individuals (particularly those from culturally different and economically disadvantaged environments) to pursue goals consistent with their developmental potential is a prime consideration. Perhaps a reasonable goal of vocational counseling would be to help each individual set goals which have promise of attainment in light of his internal resources (abilities, aptitudes, attitudes, etc.) and external resources and restrictions (opportunities, demands, and expectations). Thus vocational decision-making could not be effective if approached only as a function of the economy, or of social and cultural factors, or of individual abilities and aptitudes. The process must operate to give appropriate attention to each of these, but even more important, to the dynamics of the interaction of these variables and the impact upon the individual. The functioning of the individual in his present and probably future environment is the point of departure in studying the psychological dimensions of vocational counseling. Approaches to facilitating vocational development should emerge from a comprehensive study of the following suggested work projects:

---

*See Appendix K for papers developed in this area.

1. The development of accurate and realistic vocational perceptions--facilitators or deterrents to vocational development and adjustment--occupational stereotypes--culturally and socially perceived roles--individual and group readiness and motivations

   Group 1 Members: William Erpenbach, Chairman
   Walter Adams
   John R. Banning
   Frank Downhour
   Reynold Erickson
   Walter Flannery
   Lester E. Foote
   David Looney
   Leo S. Scott
   L. H. Timmerman

2. The utilization of test data and other psychological information in vocational decision-making--dynamics of multipotentiality--growth potential--values, attitudes, interests and personality models

   Group 2 Members: Richard Galusha, Co-Chairman
   Roger Webb, Co-Chairman
   Jim Athen
   Carmon Bixler
   Walter Horvatich
   Garland V. Longhofer
   Jim Nickell
   Gerald Quinn
   Bob Stinson
   Charles Wright

3. The utilization of environmental information in vocational decision-making--vocational life style understanding--psychological impact of change--analysis of opportunities and requirements

Group 3 Members: Dennis Hanley, Co-Chairman
Gerald Ross, Co-Chairman
Don Bloss
Jerry Bolmeier
Dellas Chastain
John Cornette
Lyle Evenson
Janet Land
Walter Redmon
Billy Rosser

4. Reality testing of vocational decisions--orientation activities--exploratory experiences--work-study and other on-the-job tryouts--entry jobs

Group 4 Members: John P. McCarthy, Co-Chairman
David Yahnig, Co-Chairman
Bill Britson
Adair Callison
Russell Frid
Bruce Gould
Allen Kelsay
Ralph Onarheim
Dermot Schnack
John M. Zeug

Selected References:

1. Blocher, Donald H. Developmental Counseling. Ronald Press, 1966.
2. Borow, Henry (ed.). Man in a World at Work. Houghton Mifflin, 1964.
3. Burchill, George W. Work-Study Programs for Alienated Youth. Science Research Associates, Inc., 1962.
4. Conant, James. Slums and Suburbs. McGraw-Hill Book Company, 1961.
5. Goldman, Leo. Using Tests in Counseling. Appleton-Century-Crofts, Inc., 1961.
6. Legislative Reference Service. Profile of Youth-1963 Part I. U. S. Government Printing Office, 1964.
7. Legislative Reference Service. Profile of Youth-1963 Part II. U. S. Government Printing Office, 1964.
8. Peters, Herman J. and James C. Hansen (eds.). Vocational Guidance and Career Development Selected Readings. The Macmillan Co., 1966.

9. Roeber, Edward. Occupational Experience in Career Development and A Counselor's Orientation to Occupational Experience. Papers delivered to the 1963-64 Counseling and Guidance Institute, December, 1964.

10. Shertzer, Bruce and Herman J. Peters. Guidance: Techniques for Individual Appraisal and Development. The Macmillan Company, 1965.

11. Super, Donald E. The Psychology of Careers. Harper & Brothers, 1957.

12. Super, Donald E. et al. Vocational Development A Framework for Research.

13. Tyler, Leona E. The Psychology of Human Differences. Third Edition. Appleton-Century-Crofts, 1965.

14. Venn, Grant. Man, Education and Work. American Council on Education, 1964.

15. Weitz, Henry. Behavior Change Through Guidance. John Wiley & Sons, Inc., 1964.

16. Wrenn, Gilbert C. The Counselor in a Changing World. American Personnel and Guidance Association, 1962.

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

AREA FOUR - ADMINISTRATIVE DIMENSIONS OF VOCATIONAL COUNSELING

August 1 - August 5

Personnel:

Institute Leader:

Professor Frank Wellman
College of Education
University of Missouri

Assistant to Institute Leader:

George C. Schowengerdt
College of Education
University of Missouri

Consultants:

Hollis Dahlor
Director of Vocational-Technical Education
Kansas City, Missouri, Public Schools

George Mowrer
Director of Guidance Services
St. Louis, Missouri, Public Schools

Harold Reed
Chief, Career Development Section
United States Office of Education
Washington, D. C.

August 1

9:00 - 12:00 a.m.	Lecture and Discussion Dr. Frank Wellman	S204 Memorial Union

"Economic, Social and Psychological Dimensions of Program Development--Federal, State and Local"

1:00 - 4:00 p.m.	Small Group Work Sessions	Lewis and Clark Residence Center

August 2

9:00 - 12:00 a.m.	Lecture and Discussion Dr. Harold Reed	Memorial Union Auditorium

"The Coordination of Federal, State and Local Programs to Facilitate Vocational Decision-Making"

1:00 - 4:00 p.m.	Small Group Work Sessions	Lewis and Clark Residence Center

August 3

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Mr. Hollis Dahlor	215 Hill Hall

"Meeting Needs and Expanding Opportunities Through Vocational-Technical Education"

August 4

9:00 - 12:00 a.m.	Small Group Work Sessions	Lewis and Clark Residence Center
1:00 - 4:00 p.m.	Lecture and Discussion Dr. George Mowrer	215 Hill Hall

"Organizing Guidance Services to Facilitate Vocational Decision-Making"

August 5

8:40 - 11:30 a.m.	Summary and Work Session Reports	S4 Memorial Union
11:30 - 12:00 a.m.	Institute Evaluation	" " "

Work Group Problems:*

Administration as a function in education serves to facilitate, or to make possible, the achievement of educational objectives. Administrative organization, provisions for facilities and staffing, and defining roles and relationships are examples of such administrative functions. An appropriate vocational decision is an objective to be achieved by each student separating from the school. Administrative policy and provisions can facilitate vocational decision-making and thus the achievement of this objective. The absence of administrative policy and provisions in this area can restrict, discourage, or at best leave to chance, the vocational choice process. The purpose of the work group papers addressed to this topic should be to suggest structure and procedures to utilize economic, sociological, and psychological information in the administrative decision-making process, so that every student will have every possible opportunity to make appropriate vocational decisions. The assumption is made here that guidance and counseling personnel have a responsibility for the interpretation of information for administrative use. In this sense, the guidance director serves the administrator in a way that will enable the administrator to serve the guidance program. The suggested topics for the work group papers follow the lecture topics for the week, namely:*

---

*A minimum of one three-hour evening work session to be scheduled during this week by each work group chairman.

1. The Use of Economic, Social and Psychological Information in the Development and Improvement of Vocational Guidance and Counseling--including data collection and interpretation needed.

   Group 1 Members: Jerry Bolmeier, Co-Chairman
   Bruce H. Gould, Co-Chairman
   Allen Kelsay
   Garland Longhofer
   John P. McCarthy
   Walter Redmon
   Bob Stinson
   Roger Webb
   David Yahnig
   John Zeug

2. The Coordination of Vocational Guidance and Counseling Among the Various Federal, State and Local Programs--including summary of major programs.

   Group 2 Members: Walter Adams, Co-Chairman
   Leo S. Scott, Co-Chairman
   John Cornette
   Lyle Evenson
   Walter Flannery
   Dennis Hanley
   David L. Looney
   Gerald Ross
   Bill Rosser
   Gerald Quinn

3. The Guidance and Counseling Function in Vocational-Technical Education Programs--including selection, placement and evaluation.

---

*See Appendix K for papers developed in this area.

Group 3 Members: Carmon Bixler, Co-Chairman
Walter Horvatich, Co-Chairman
Jim Athen
Dick Banning
Frank Downhour
Russell Frid
Richard Galusha
Jim Nickell
Charles Wright
Reynold Erickson

4. *The Organization of Guidance Services to Facilitate Vocational Decision-Making*--including staffing, roles, supporting services, in-service education, facilities, etc.

Group 4 Members: Lester E. Foote, Co-Chairman
Dermot Schnack, Co-Chairman
Don Bloss
William Britson
Adair Callison
Dellas Chastain
William Erpenbach
Janet Land
Ralph Onarheim
L. H. Timmerman

Selected References

1. Borow, Henry (ed.). *Man in a World at Work*. Houghton Mifflin, 1964.

2. Burchill, George W. *Work-Study Programs for Alienated Youth*. Science Research Associates, Inc., 1962.

3. Elam, Stanley (ed.). *New Dimensions for Educational Progress*. Phi Delta Kappa, 1962.

4. Emerson, Lynn A. "Technical Training in the United States" in *Education for a Changing World of Work*. U. S. Government Printing Office, 1963.

5. Hill, George E. *Management and Improvement of Guidance*. Appleton-Century-Crofts, 1965.

6. State of Illinois. *Procedures for the Identification of Potential High School Dropouts*. Office of the Superintendent of Public Instruction, 1962.

7. Landers, Jacob. Higher Horizons--Progress Report. Board of Education of the City of New York, January 1963.

8. Miller, Leonard M. and John F. Putnam. The Dropout--Schools Search for Clues to His Problems and Information: Terms and Computations. U. S. Department of Health, Education, and Welfare, Office of Education, May 1963. (Reprint from School Life)

9. Panel of Consultants on Vocational Education. Education for a Changing World of Work. U. S. Government Printing Office, 1963.

10. Peters, Herman J. and James C. Hansen (eds.). Vocational Guidance and Career Development Selected Readings. The Macmillan Co., 1966.

11. President's Committee on Youth Employment. The Challenge of Jobless Youth. U. S. Government Printing Office, 1963.

12. Schreiber, Daniel (ed.). Guidance and the School Dropout. N.E.A. and A.P.G.A., 1964.

13. Tennyson, W. Wesley. The Teacher's Role in Career Development. Minnesota Department of Education, 1960.

14. U. S. Department of Health, Education, and Welfare. 1965--Year of Legislative Achievements. U. S. Government Printing Office. (Reprint from Health, Education, and Welfare Indicators, April 1965-February 1966).

15. U. S. Department of Health, Education, and Welfare. Design for Dropout Studies. U. S. Office of Education.

16. Venn, Grant. Man, Education and Work. American Council on Education, 1964.

17. Walsh, Raymond J. Relationship of Enrollment in Practical Arts and Vocational Courses to the Holding Power of the Comprehensive High School. University of Missouri, Department of Industrial Education, 1966.

18. Zeran, Franklin R. and Anthony C. Riccio. Organization and Administration of Guidance Services. Rand McNally and Company, 1962.

EVALUATION OF THE INSTITUTE

The achievement of the basic purpose of the Institute can be evaluated only in terms of the improvement in the vocational guidance and counseling programs in which the trainees are employed, as well as the influence of the trainees in stimulating change on a broader scale in their employing agencies. Feed-back from the trainees has been encouraged and there is already some indication that the materials developed in the Institute will be utilized in some of the State and local school systems represented. However, it is quite obvious that long range evaluation of this type will require more comprehensive follow-up after the institute participants have had an opportunity to more thoroughly evaluate and implement the results of the Institute experience.

An immediate consummer assessment of the Institute experience was obtained from the trainees on the last day of the Institute program. Each participant was asked to rate the adequacy of the Institute program to achieve the stated objectives, and to identify major strengths and weaknesses, as well as to make suggestions for the improvement of this type of Institute (see Evaluation Form in Appendix L). Each of the four content areas of the Institute was rated as "superior", "adequate", or "inadequate" with respect to: (1) Lecture and discussion sessions; (2) Resource Materials; (3) Organization of Content; and (4) Appropriateness of Content to Vocational Counseling. Additionally, the general Institute organization was rated on the same scale with respect to: (1) Facilities for general sessions; (2) Facilities for work groups; (3) Housing and (4) General Administration.

All phases of the Institute evaluated were rated adequate or superior by 90% or more of the participants, with 17 of the 20 categories rated superior by 50% or more of the group. The results of this rating are presented in Tables 2 and 3.

TABLE 2

PERCENTAGE OF TRAINEES RATING INSTITUTE CONTENT IN THE RESPECTIVE RATING CATEGORIES

N = 40

RATING CATEGORY	CONTENT AREA OF INSTITUTE											
	I. Economic Dimensions			II. Social and Cultural Dimensions			III. Psychological Dimensions			IV. Administrative Dimensions		
	Superior	Adequate	Inadequate	Superior	Adequate	Inadequate	Superior	Adequate	Inadequate	Superior	Adequate	Inadequate
1. Lecture and Discussion Sessions	67.5	32.5	0.0	50.0	47.5	2.5	67.5	27.5	5.0	67.5	27.5	5.0
2. Resource Materials	47.5	52.5	0.0	47.5	47.5	5.0	55.0	37.5	7.5	50.0	40.0	10.0
3. Organization of Content	62.5	37.5	0.0	62.5	32.5	5.0	52.5	45.0	2.5	60.0	35.0	5.0
4. Appropriateness of Content to Vocational Counseling	74.3*	25.7*	0.0*	67.5	30.0	2.5	67.5	30.0	2.5	75.0	20.0	5.0

* Based on 39 responses

TABLE 3

Percentage of Trainees Rating General Institute Organization in the Respective Rating Categories

RATING CATEGORY	GENERAL INSTITUTE ORGANIZATION		
	SUPERIOR	ADEQUATE	INADEQUATE
1. Facilities for general sessions	37.5	62.5	0.0
2. Facilities for work groups	72.5	27.5	0.0
3. Housing	52.5	47.5	0.0
4. General Administration	94.8*	5.2*	0.0*

* Based on 39 responses

The narrative evaluation responses and suggestions provided by the trainees were constructive and encouraging, but typically difficult to summarize due to the individuality of the responses. The major points mentioned by many of the respondents were generally consistent with the observations of the Institute staff and consultants. Points of strength of the Institute as organized and conducted included:

1. The high caliber of the trainees, in terms of intellectual ability, academic preparation, extensive experience, and

responsible positions, was not only a strength but an essential characteristic of the Institute.

2. The general format of the Institute permitting structure in the pursuit of the academic content, and independent study and sharing experiences in the solution of practical problems and issues was the strength most frequently recognized by the trainees in their evaluation.

3. The interdisciplinary content of the Institute produced an awareness and stimulated interest in the further development of programs to take cognizance of the economic, sociological, psychological, and administrative variables in the vocational decision-making process of high school students.

4. The professional personnel utilized in staffing the Institute held academic rank or were professionally recognized as men of stature in the discipline which they represented, thus the Institute content was based upon the best knowledge and most recent facts available in the respective areas.

5. The general organization and administration of the Institute permitted each trainee maximum opportunity to pursue the Institute program without the encumbrance of administrative detail and physical inconveniences.

There were two major weaknesses of the Institute that became increasingly clear as the program progressed and were reflected in many of the evaluation responses:

1. The length of the Institute was not sufficient to cover the content as comprehensively as might have been desired. The trainees

received a thorough orientation and gained some knowledge and understanding in each of the areas covered, but more study would be needed to develop competence in the application of the respective disciplines to vocational counseling. The four-week period is practical to recruit trainees from the types of positions represented in this group and a longer period would not have been feasible for many of them, however the content needs some modification in relation to the time available.

2. The expected production of a comprehensive paper adequately researched and of sufficient quality to serve as a part of a handbook was a bit unrealistic. The papers produced (see Appendix K) include many valuable facts and suggestions but need considerable more refinement before they are ready for publication. Currently this series of papers can serve as valuable resource material for the trainees and others engaged in program development and in-service education work.

CONCLUSIONS AND RECOMMENDATIONS

The observations of those responsible for the administration and conduct of this Institute, as well as those of the trainees, strongly support the conclusions that:

1. The multidisciplinary content is an appropriate and realistic approach to the study of the dynamics of vocational decision-making.
2. Short-term training institutes which introduce academic content not usually included in counselor preparation programs have greater probability of success when addressed to trainees of high intellectual capacity, advanced academic preparation, and substantial practical experience.
3. The professional personnel conducting this type of Institute should be not only academically able in the respective disciplines, i.e. economics, sociology, and psychology, but should be sensitive to the highly personal process of vocational decision-making.
4. The transition from the academic content and salient facts, in such areas as economics, to the practical problems of schools, counselors and students involved in the very real process of making appropriate vocational decisions, is difficult and requires specific planning.
5. Traditional values and role stereotypes with respect to categorized educational programs, such as vocational and technical education, college preparatory education, etc., have far-reaching social and even political influence upon school administrators, teachers, counselors, parents, and students. A more realistic

evaluation and interpretation of the various educational opportunities is an absolute prerequisite to sound vocational decisions of students.

6. The general organizational format of this Institute, combining structured academic lectures and discussion with relatively free independent work group study, was a highly effective procedure for the content and the advanced level trainees.

7. Long range follow-up and feed-back information from trainees is needed to make such institute experiences more applicable to the operation of guidance and counseling programs in State and local school systems.

The uniqueness of the curricular content and organizational format of this Institute, as well as the type of trainees selected provided opportunity to examine this approach to training supervisory personnel in the field of vocational guidance and counseling. The experience of conducting this Institute and the observations of all concerned provides a basis for suggestions that may be of value in planning future training of this type:

1. The interdisciplinary character of vocational decision-making should be an integral part of the training of vocational counselors. The limited attention in the traditional counselor preparation programs to some of the variables in the economic and sociological areas suggests that better organized and more specifically structured provisions are needed. The long-range approach might include more foundation work at the undergraduate level or in the early part of graduate work. Training in these

areas, designed specifically for vocational counselors, can probably be included in most programs only as an extension of the Master's degree program or as special post-master's degree training. Either could be a part of long term training or of short term institutes.

2. Short term institutes should be organized to allow for adequate time to study the academic content and the practical application of each area in the institute program. Thus, the areas to be covered should be limited or the time extended beyond that of this Institute. To reach trainees of the level of those in the 1966 Institute, it would seem to be desirable to limit the content rather than extend the time.

3. Instructional materials specifically designed for programs of the type conducted in this Institute are limited, both in quantity and quality. New materials need to be developed which synthesize and reorganize existing materials to better serve this purpose. The papers developed in this Institute might very well be a starting point for such a project and funding of the development of such instructional materials should be encouraged.

4. Additional resources should be considered to strengthen the instructional program of such institutes. Field trips to industrial plants, deprived communities, and special educational programs would be broadening experiences for many trainees. Also, more extensive use of management representatives, labor union representatives, and workers from community programs might make some parts of a multidisciplinary curriculum more meaningful.

5. Multidisciplinary Institutes would be of particular value to other groups concerned with the vocational guidance and counseling of youth. Although some modification of content and procedures would be necessary to focus upon purposes appropriate to the particular group, this approach is suggested for counselor-educators in colleges and universities, vocational education directors, and secondary school principals.

APPENDIX A

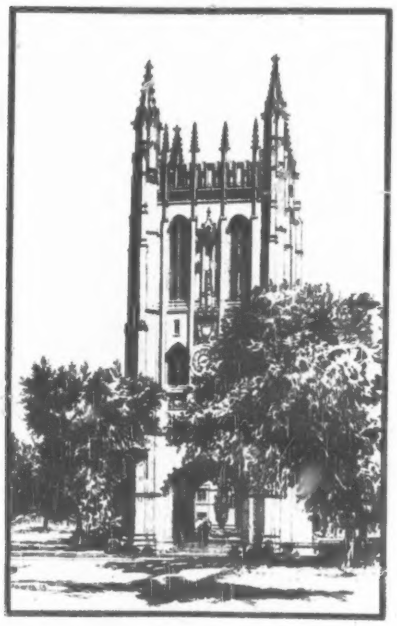
Institute Announcement

Application for Admission

The University of Missouri

TRAINING INSTITUTE

FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL



SUMMER 1966 JULY 11-AUGUST 5

under contract with
the U. S. Office of Education

authorized by the Vocational Education Act of 1963

conducted by the College of Education

PURPOSE

The basic purpose of this 4-week institute is to provide State and local guidance supervisors and directors an opportunity for intensive examination of economic, sociological, psychological, and administrative factors related to educational planning and vocational decision making. Special emphasis will be given to these processes as they relate to vocational and technical education for the non-college bound student. Additionally, materials will be studied and developed in the institute for use in in-service education programs for counselors serving non-college bound youth.

ELIGIBILITY

Enrollment in the institute will be limited to 40 applicants who are:

. currently employed in a local school system or a State Department of Education in a position which requires professional leadership responsibilities in the field of vocational counseling.

. professionally qualified as vocational counselors and satisfactorily meet the requirements for such persons as set forth by the State where they are employed (preference will be given to those with the Masters degree in the field).

. working in a State or local school system where there will be opportunity to implement the institute experience to improve vocational counseling for non-college bound youth on a large scale.

CURRICULUM

The institute will consist of an intense examination of interdisciplinary variables related to vocational counseling, vocational decision-making, and program planning. One week of concentrated lectures, discussion, and group work, under the leadership of experts from the respective disciplines, will be devoted to each of the following topics: (1) Economic dimensions of vocational counseling, (2) Sociological dimensions of vocational counseling, (3) Psychological dimensions of vocational counseling, and (4) Administrative dimensions of vocational counseling. Emphasis will be upon the application of knowledge and understandings in these areas to problems and issues in the vocational counseling of non-college bound students.

TRAVEL AND SUBSISTENCE ALLOWANCE

Applicants accepted in the institute will be reimbursed for transportation from their residence to Columbia and return at a rate not in excess of eight cents per mile. Subsistence allowance will be paid for the four weeks during the institute at the rate of $75 per week plus $15 per week for each dependent. Each institute participant will be expected to pay for his housing, meals, textbooks, and supplies.

CREDITS

The Institute program will carry four hours of graduate credit in education. All transcripts of both undergraduate and graduate credit must be filed with the application for enrollment in the Institute.

APPLICATION

Applications should be completed as soon as possible, but no later than May 31. Notification of acceptance will be made early in June. All inquiries and applications should be directed to:

Frank E. Wellman, Director
Training Institute for Vocational
Guidance and Counseling Personnel
7 Hill Hall
University of Missouri
Columbia, Missouri

-APPLICATION FOR ADMISSION-

Training Institute for Vocational Guidance and Counseling Personnel

July 11, to August 5, 1966

UNIVERSITY OF MISSOURI

Columbia, Missouri

Applicants who are selected for enrollment in this Institute will be admitted to and enrolled in the Graduate School at the time they are notified of their selection for enrollment in the Institute. All transcripts of both undergraduate and graduate credit must be filed with the Director of the Institute before your application can be considered.

1. Name of Applicant ______________________________
   (please print) (last name, first, middle initial)

2. a. Home address ______________________________
   ____

   b. Home phone number ______________________________

3. a. Name and address of school system or State Department of Education in which you are now employed ______________________________
   ____

   b. Office phone number ______________________________

4. Title of your position ______________________________

5. Name and title of your immediate supervisor ______________________________
   ____

6. Brief description of your supervisory responsibilities in your present position ______________________________
   ____
   ____
   ____
   ____
   ____

7. Teaching certificates held:

(kind or type) (State)

8. Counseling certificates held:

(kind or type) (State)

9. Other certificates held:

(kind or type) (State)

10. Colleges and Universities attended:

Name of Institution	Degree	Major	Dates Attended From	To

11. Professional experience (last 10 years):

	Employer	Dates of Employment	Title of Position
a.			

Basic duties:

b.			

Basic duties:

c.			

Basic duties:

12. If employed in a local school or school system, answer the following:

a. What are the major programs of vocational and technical education offered at the senior high school level?______________________________

____

____

b. Approximate enrollment in vocational and technical education programs?

____

c. Approximate percentage of high school graduates who enter college?__________

d. Approximate percentage of high school dropouts?______________________

Return this application and have all transcripts sent to:

Frank E. Wellman, Director
Training Institute for Vocational Guidance
and Counseling Personnel
7 Hill Hall
University of Missouri
Columbia, Missouri

APPENDIX B

Rating Sheet for Institute Applicants

Applicant's Name____________________________

RATING SHEET FOR INSTITUTE APPLICANTS

	High	Average	Low
1. Qualifications as Counselor			
2. Leadership position			
3. Interest in Vocational Counseling of Non-College Bound			
4. Opportunity to implement on a large scale			
5. Geographic Distribution			

Recommendation: Accept________
Alternate_____
Reject________

Raters initials________________

APPENDIX C

Letter of Acceptance

Application for Subsistence Allowance

UNIVERSITY OF MISSOURI
COLUMBIA

COLLEGE OF EDUCATION

The Selection Committee has recommended you for enrollment in the Training Institute for Vocational Guidance and Counseling Personnel to be conducted by the University of Missouri from July 11, 1966, to August 5, 1966. Please inform us of your acceptance of this appointment immediately, but no later than June 13, 1966. If your acceptance is not received by the specified date, your name will be withdrawn from the list of selected candidates.

You will find enclosed a copy of the Application for Stipend and the Reservation for Housing. If you accept the appointment, please complete these forms and return them with your acceptance.

Additional information will be sent to you the latter part of June. We are looking forward to a very productive institute and hope that you can be with us.

Sincerely,

Frank E. Wellman, Director
Training Institute for Vocational
Guidance and Counseling Personnel

sjt

Enclosures 2

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

University of Missouri
Columbia, Missouri

APPLICATION FOR SUBSISTENCE ALLOWANCE

(JULY 11 - AUGUST 5, 1966)

Each eligible individual, duly enrolled in the Training Institute for Vocational Guidance and Counseling Personnel may, upon application, receive a subsistence allowance of $75 per week plus $15 per week for each dependent for the period of attendance at the Institute.

Complete and return this form to: Frank E. Wellman, Director
Training Institute for Vocational
Guidance and Counseling Personnel
7 Hill Hall
University of Missouri
Columbia, Missouri

Part I - General Information

Name of Applicant
(Last, first, middle initial)____

Sex: Male_____ Female_____ Marital Status: Single_____ Married_____

Widowed_____ Divorced_____

Current Mailing Address: ____
(Street)

____
(City) (State) (Zip Code)

Permanent or Home Address:____
(Street)

____
(City) (State) (Zip Code)

Part II - Criteria for Claiming Dependents

1. Spouse and Children Under Age 18
(A) A male applicant may claim his wife and children (including stepchildren) under 18 years of age.
(B) A female applicant without a husband may claim her children (including stepchildren) who are under 18 years of age and members of her household.
(C) A married female applicant whose income during the 12 months prior to the Institute period exceeded the income of her husband may claim her husband and children (including stepchildren) who are under 18 years of age. Applicants claiming dependents under this paragraph must report income for the 12 months prior to the Institute period as follows:

Applicant's income $__________ Husband's income $__________

The following information must be supplied:

Names of Claimed Dependents	Relationship	Age (if child)

2. Other Dependents
An applicant may claim children (including stepchildren) other than those claimed under item 1 above, parents (including stepparents or parents-in-law), or persons for whose support the applicant is legally responsible, provided the applicant is contributing more than half of the cost of each such person's annual support, and that the income of the applicant, if married, exceeded that of his or her spouse during the 12 months prior to the Institute period. The following financial data and information must be supplied for the 12 months prior to the Institute period:

Names of Claimed Dependents	Relationship	Age (if child)	Amount of Dependent's Support		Income (married applicants only)
			Annual Cost	Provided by Applic.	
					Applic.______
					Spouse______

Certification of Applicant

I CERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions contained in this application, and that the information provided by me is true and complete to the best of my knowledge and belief.

Signature of Applicant_________________________ Date_______________

3. Dependency Changes
   (A) Any decrease in the number of allowable dependents during the Institute period must be reported promptly to the Institute Director for an appropriate adjustment of your stipend.
   (B) If, during the Institute period, your number of allowable dependents increases, you may request an increase in your stipend by submitting evidence of the change to the Institute Director.

DO NOT WRITE BELOW THIS LINE.

Part III - Certification of the Director of the Institute

I CERTIFY that I have examined the information submitted by the applicant and, in my judgment, the applicant meets the eligibility requirements for receipt of stipend for the following amount per week for the period of his or her attendance at the Institute.

Enrollee $__________

Dependents $__________

TOTAL: $__________

Signature of Director_________________________ Date_______________

APPENDIX D

Letter to Applicants Not Accepted

UNIVERSITY OF MISSOURI
COLUMBIA

COLLEGE OF EDUCATION

June 20, 1966

The Selection Committee has reviewed your application for our Training Institute for Vocational Guidance and Counseling Personnel which will be conducted from July 11 to August 5, 1966. Unfortunately, the allotted number of students to be served is far less than the number of eligible applicants. We are therefore notifying you that we do not have a sufficient number of openings to accept you for this Institute, unless last-minute cancellations occur.

We are pleased that you applied for this work at the University of Missouri and hope that we may have an opportunity to work with you at some other time.

Sincerely,

Frank E. Wellman, Director
Training Institute for Vocational
Guidance and Counseling Personnel

sjt

APPENDIX E

Roster of Trainees

LIST OF PARTICIPANTS

TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

Summer 1966

Name	Home Address	School Address	Job Title
Illinois			
Bixler, Carmon D.	311 N. Martin Ave. Waukegan, Ill.	Waukegan Township High School, 1011 W. Washington St. Waukegan, Ill.	Counselor (Day school Director Vocational Guidance & Placement Service, Tec Educ. Prog.
Foote, Lester E.	1508 N. Capitol St. Pekin, Ill.	Pekin Community High School Pekin, Ill.	Director of Guidance
Horvatich, Walter	320 State Street Calumet City, Ill.	Thornton Fractional Township District #215 Calumet City, Ill.	Guidance Counselor
Rosser, Billy V.	2060 Ramsey Drive Decatur, Ill.	MacArthur High School, 1511 N. Fairview Decatur, Ill.	Vocational Counselor
Indiana			
Chastain, Dellas R.	1212 E. Blackford Avenue Evansville, Ind.	Evansville-Vanderburgh School Corp. F.J. Reitz High School Evansville, Ind.	Ass't Principal, Director of Guidance Services
Hanley, Dennis E.	Box 278 Mishawaka, Ind.	Penn-Harris-Madison School Corporation	Director of Guidance an Testing
Land, Janet E.	504 Elks Road Richmond, Ind.	Richmond Community Schools, 300 Whitewater Blvd. Richmond, Ind.	Head of Secondary Guidance Department
Quinn, Gerald N.	421 Trevor Street Brownsburg, Ind.	Division of Pupil Personnel and Guidance Services, St. Dept. of Pub. Instruction Indianapolis, Ind.	Field Supervisor

Name	Home Address	School Address	Job Title
Iowa			
Athen, James D.	3017 Grove Ames, Iowa	State Department of Public Inst. 217 7th Street Des Moines, Iowa	Vocational Consultant
Banning, John R.	319 S. Kentucky Mason City, Iowa	Mason City Independent School 220 E. State St. Mason City, Iowa	Guidance Director
Bloss, Donald R.	931 Cimarron Drive Davenport, Iowa	Davenport Community Schools, 1001 Harrison Street Davenport, Iowa	Coordinator of Guidance Services
Britson, William J.	116 South 10th St. Marshalltown, Iowa	Marshalltown Community Schools 1602 S. 2nd Ave. Marshalltown, Iowa	Director of Guidance--Counselor
Kansas			
Longhofer, Garland V.	305 Crescent Blvd. Hutchinson, Kan.	Hutchinson Public Schools Hutchinson, Kan.	Director of High Schoo Guidance
Michigan			
Frid, Russell S.	25156 Stonycroft Southfield, Mich.	Southfield Public Schools, 24675 Lahser, Southfield, Mich.	Director of Vocational Educatio
Minnesota			
Bolmeier, Gerald A.	15934 Windermere Place Minnetonka, Minn.	Minnetonka Public Schools 261 School Ave. Excelsior, Minn.	Coordinato of Pupil Personnel Services
Erickson, Reynold M.	2345 Birch St. White Bear Lake, Minn.	Minnesota State Department of Education	State Supervisor of Guidance
Missouri			
Kelsay, Allen J.	211 S. Locust Eldon, Mo.	Missouri State Dept. of Education P.O. Box 480, Jefferson City, Mo.	Supervisor of Vocatio Guidance Programs

Name	Home Address	School Address	Job Title
Looney, David L.	8608 Garfield Kansas, City,Mo.	Center School District No. 58,8715 Holmes Road Kansas City, Mo.	Supervisor of Guidance Services
McCarthy,John P.	304 Fredora Avenue Columbia, Mo.	Fulton Public Schools Fulton, Missouri	Director of Guidance
Nickell, James A.	101 South Cherry Cameron, Mo.	Cameron High School Cameron, Mo.	Director of Guidance Services
Redmon, Walter L.	835 Sherrill Ave. Liberty, Mo.	Liberty Public Schools-District #53, Liberty, Mo.	Counselor-Guidance Director
Ross, E. Gerald	1852 Missouri State Road Arnold, Missouri	Affton Public Schools 8520 Mackenzie Rd. Affton, Mo.	Guidance Director and Administrative Assistant
Scott, Leo S.	11800 East 67th St. Kansas City, Mo.	School District of Kansas City, Mo., Board of Education Bldg.,1211 McGee St. Kansas City, Mo.	Occupationa Counselor
Stinson,Charles R.	2203 Bryce Road St. Joseph, Mo.	St. Joseph School District, Central High School St. Joseph, Mo.	Counselor
Webb, Roger A.	11846 Mejella Bridgeton, Mo.	Pattonville R-3 School District 11055 St. Charles Rock Road, St. Ann, Mo.	Coordinatin Counselor
Wright, Charles G.	Route 1 Nevada, Mo.	Nevada Junior-Senior High School	Ass't Director of Vocational and Technic Programs
Yahnig,David A.	10716 E. Westport Road Independence, Mo.	Independence School Board 1231 S. Windsor Independence, Mo.	Director of Guidance
ebraska			
Galusha,Richard L.	2563 Kansas Ave. Omaha, Neb.	Omaha Board of Education 3902 Davenport Omaha, Neb.	Visiting Counselor

Name	Home Address	School Address	Job Title
North Dakota			
Evenson, Lyle S.	Ellendale, N. D.	North Dakota Dept. of Public Instruction Bismarck, N. D.	Director of Vocational Guidance
Ohio			
Adams, Walter W.	496 Sioux Drive Westerville, Ohio	State of Ohio Dept. of Education Division of Guidance and Testing	Ass't State Supervisor, Testing Program Service
Downhour, Frank W.	Route 2 Nelsonville, Ohio	Lancaster City Schools East Mulberry St. Lancaster, Ohio	Vocational Guidance Coordinator
Schnack, Dermot J.	152 E. Maynard Ave. Columbus, Ohio	Division of Guidance and Testing, Ohio State Dept. of Education 751 Northwest Blvd., Columbus, Ohio	District Supervisor
South Dakota			
Callison, Adair F.	2208 S. Hawthorne Avenue Sioux Falls, S.D.	Sioux Falls Public Schools 201 E. 38th St. Sioux Falls, S.D.	Coordinator of Guidance and Exceptional Classes
Cornette, John K.	107 James Place Yankton, S. D.	Yankton Public Schools Yankton, S.D.	Guidance Director
Flannery, Walter J.	111 North Nicollet Ave. Pierre, S. D.	Pierre Independent School District #1 1010 Broadway Pierre, S.D.	Guidance Director
Timmerman, Leonard H.	1015 - 2nd.St.N.E. Watertown, S. D.	Watertown High School Watertown, S.D.	Guidance Director
Wisconsin			
Erpenbach, William J.	6613 S. Avenue Middleton, Wisconsin	Madison Public Schools 545 W. Dayton St. Madison, Wis.	Coordinator of Guidance and Testing

Name	Home Address	School Address	Job Title
Gould, Bruce H.	385 Cherry Street Phillips, Wis.	Central School District #1 Phillips, Wis.	Guidance Director
Onarheim, Ralph J.	3224 N. 87th Street Milwaukee, Wis.	Milwaukee Public Schools 5225 W. Vliet St. Milwaukee, Wis.	Supervisor of Vocational Guidance
Zeug, John M.	2632 E. 3rd Street Superior, Wis.	Common Jt. School District #1 Maple, Wis.	Guidance Director

APPENDIX F

Dependents Claimed and Subsistence Allowance Paid

SUBSISTENCE ALLOWANCE PAYMENTS
FOR
PARTICIPANTS IN TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

Fund: USOE 6-2212 Wellman, Code: 2300-2228

	Name	Number of Dependents	Total Payment	Payment 7/15/66	Payment 8/5/66
1.	Adams, Walter W.	4	$540.00	$270.00	$270.00
2.	Athen, James D.	2	420.00	210.00	210.00
3.	Banning, John R.	3	480.00	240.00	240.00
4.	Bixler, Carmon D.	3	480.00	240.00	240.00
5.	Bloss, Donald R.	3	480.00	240.00	240.00
6.	Bolmeier, Gerald A.	3	480.00	240.00	240.00
7.	Britson, William J.	3	480.00	240.00	240.00
8.	Callison, Adair F.	5	600.00	300.00	300.00
9.	Chastain, Dellas R.	4	540.00	270.00	270.00
10.	Cornette, John K.	3	480.00	240.00	240.00
11.	Downhour, Frank W.	1	360.00	180.00	180.00
12.	Erickson, Reynold M.	4	540.00	270.00	270.00
13.	Erpenbach, William J.	5	600.00	300.00	300.00
14.	Evenson, Lyle S.	4	540.00	270.00	270.00
15.	Flannery, Walter J.	8	780.00	390.00	390.00
16.	Foote, Lester E.	3	480.00	240.00	240.00
17.	Frid, Russell S.	3	480.00	240.00	240.00
18.	Galusha, Richard L.	4	540.00	270.00	270.00
19.	Gould, Bruce H.	3	480.00	240.00	240.00
20.	Hanley, Dennis E.	6	660.00	330.00	330.00

		Number of Dependents	Total Payment	Payment 7/15/66	Payment 8/5/66
21.	Horvatich, Walter	3	$480.00	$240.00	$240.00
22.	Kelsay, Allen J.	6	480.00	240.00	240.00
23.	Land, Janet E.	3	300.00	150.00	150.00
24.	Longhofer, Garland V.	4	540.00	270.00	270.00
25.	Looney, David L.	3	480.00	240.00	240.00
26.	McCarthy, John P.	4	540.00	270.00	270.00
27.	Nickell, James A.	4	540.00	270.00	270.00
28.	Onarheim, Ralph J.	3	480.00	240.00	240.00
29.	Quinn, Gerald N.	5	600.00	300.00	300.00
30.	Redmon, Walter L.	1	360.00	180.00	180.00
31.	Ross, Elias G.	3	480.00	240.00	240.00
32.	Rosser, Billy V.	4	540.00	270.00	270.00
33.	Schnack, Dermot J.	5	600.00	300.00	300.00
34.	Scott, Leo S.	1	360.00	180.00	180.00
35.	Stinson, Charles R.	4	540.00	270.00	270.00
36.	Timmerman, Leonard H.	5	600.00	300.00	300.00
37.	Webb, Roger A.	3	480.00	240.00	240.00
38.	Wright, Charles G.	2	420.00	210.00	210.00
39.	Yahnig, David	4	540.00	270.00	270.00
40.	Zeug, John Miles	3	480.00	240.00	240.00
	Totals	138	$20,280.00	$10,140.00	$10,140.00

APPENDIX G

Transportation Reimbursement

TRAINEE TRANSPORTATION REIMBURSEMENT

Name	Home Address	Amount of Reimbursement
Adams, Walter	496 Sioux Drive Westerville, Ohio	$ 89.28
Athen, Jim	3017 Grove Ames Iowa	49.60
Banning, John R.	319 S. Kentucky Mason City, Iowa	59.20
Bixler, Carmon	311 N. Martin Avenue Waukegan, Illinois	62.00
Bloss, Donald R.	931 Cimarron Drive Davenport, Iowa	45.92
Bolmeier, Gerald	15934 Windermere Place Minnetonka, Minnesota	87.30
Britson, William	116 South 10th Street Marshalltown, Iowa	44.80
Callison, Adair	2208 South Hawthorne Ave. Sioux Falls, South Dakota	73.74
Chastain, Dellas	1212 E. Blackford Avenue Evansville, Indiana	53.96
Cornette, John	107 James Place Yankton, South Dakota	80.20
Downhour, Frank	Route 2 Nelsonville, Ohio	97.60
Erickson, Reynold	2345 Birch Street White Bear Lake, Minnesota	86.98
Erpenbach, William	66613 South Avenue Middleton, Wisconsin	76.90
Evenson, Lyle S.	Ellendale, North Dakota	119.85
Flannery, Walter J.	111 North Nicollet Ave. Pierre, South Dakota	110.48
Foote, Lester	1508 N. Capitol Street Pekin, Illinois	37.60

Name	Home Address	Amount of Reimbursement
Frid, Russell	25156 Stonycroft Southfield, Michigan	85.70
Galusha, Richard	2563 Kansas Avenue Omaha, Nebraska	64.90
Gould, Bruce	385 Cherry Street Phillips, Wisconsin	129.62
Hanley, Dennis	Box 278 Mishawaka, Indiana	72.20
Horvatich, Walter	320 State Street Calumet City, Illinois	62.00
Kelsay, Allen	211 South Locust Eldon, Missouri	9.60
Land, Janet	504 Elks Road Richmond, Indiana	69.00
Longhofer, Garland	305 Crescent Boulevard Hutchinson, Kansas	56.78
Looney, David L.	8608 Garfield Kansas City, Missouri	22.40
Mc Carthy, John P.	304 Fredora Avenue Columbia, Missouri	0.00
Nickell, Jim	101 S. Cherry Cameron, Missouri	24.80
Onarheim, Ralph	3224 N. 87th Street Milwaukee, Wisconsin	83.20
Quinn, Gerald	421 Trevor Street Brownsburg, Indiana	58.76
Redmon, Walter	835 Sherril Avenue Liberty, Missouri	22.40
Ross, Elias G.	1852 Missouri State Road Arnold, Missouri	22.40
Rosser, Billy	2060 Ramsey Drive Decatur, Illinois	48.00
Schnack, Dermot	152 East Maynard Avenue Columbus, Ohio	87.36

Name	Home Address	Amount of Reimbursement
Scott, Leo S.	11800 East 67th Street Kansas City, Missouri	$ 19.20
Stinson, Charles R.	2203 Bryce Road St. Joseph, Missouri	30.40
Timmerman, Leonard	1015 - 2nd Street, N.E. Watertown, South Dakota	102.04
Webb, Roger	11846 Mejella Bridgeton, Missouri	20.00
Wright, Charles	Route 1 Nevada, Missouri	32.00
Yahnig, David	10716 East Westport Road Independence, Missouri	19.20
Zeug, John	2632 E. 3rd Street Superior, Wisconsin	117.90

APPENDIX H

Format for Working Papers

SUGGESTED FORMAT FOR PAPERS

I. Problem -- definition and deliniations

II. Basic Facts -- related to the problem

III. Implications for Vocational Counseling

    (a) Vocational decision-making
    (b) Local programs
    (c) State programs

IV. Summary, Conclusions, and Recommendations

NOTE: As a guide to proper handling of footnotes, references, etc., it is suggested that "Cambells Form and Style in Thesis Writing" be followed.

APPENDIX I

Resource Materials for Institute

SELECTED REFERENCES FOR G400--TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

1. Adams, James F. (ed.). Counseling and Guidance - readings. The Macmillan Company, 1965. (1)

2. Adams, James F. Problems in Counseling. The Macmillan Company, 1962. (1)

3. Ashley, Walter E. The Society of the Streets. The Ford Foundation, June 1962. (1)

4. Beezer, Robert H. and Howard F. Hjelm. Cooperative Research, Factors Related to College Attendance. U. S. Office of Education, OE-54023, 1961. (1)

5. Bishop, C. E. and G. S. Tolley. Manpower in Farming and Related Occupations in EDUCATION FOR A CHANGING WORLD OF WORK - Appendix II. U. S. Government Printing Office, 1963. (1)

6. Blocher, Donald H. Developmental Counseling. The Ronald Press Company, 1966. (1)

7. Bloom, Benjamin S. (ed.). Taxonomy of Educational Objectives, The Classification of Educational Goals--Handbook I: Cognitive Domain, David McKay Company, Inc. (1)

8. Borow, Henry (ed.). Man in a World at Work. Houghton Mifflin Company, 1964. (1)

9. Bowman, Paul H. and Charles V. Matthews. Motivations of Youth for Leaving School. U. S. Department of Health, Education, and Welfare, Office of Education, 1959. (2)

10. Burchill, George W. Work-Study Programs for Alienated Youth. Science Research Associates, Inc., 1962. (1)

11. Bureau of Educational and Vocational Guidance. Experiment in Guidance of Potential Early School Leavers. Board of Education of the City of New York, May 1956. (1)

12. Byrne, Richard H., et al. Preparation of MDTA Counselors. University of Maryland, 1964. (1) (Report of the first MDTA Counselor Education Institute to the U. S. Office of Education)

13. Byrne, Richard H. The School Counselor. Houghton Mifflin Company, 1963. (1)

14. Campbell, William G. Form and Style in Thesis Writing. Houghton Mifflin Company, 1954. (4)

15. Carriker, William R. (ed.). *Role of the School in Prevention of Juvenile Delinquency*. U. S. Government Printing Office, 1963. (1)

16. Cervantes, Lucius F. *The Dropout*. The University of Michigan Press, 1965.(1)

17. Clague, Ewan. *Economic Manpower and Social Welfare*. U. S. Department of Labor, 1965. (1)

18. Clague, Ewan. *Employment, Automation and Economic Growth in the United States*. U. S. Department of Labor, 1964. (1)

19. Coleman, James S. Cooperative Research, *Social Climates in High Schools*. U. S. Department of Health, Education, and Welfare, 1961, OE-33016. (1)

20. Colorado State Department of Education. *Colorado Dropout Project* and *Data Form*. Colorado State Department of Education, March 1964. (1)

21. Commission on Accreditation of Service Experiences. *Opportunitites for Educational and Vocational Advancement*. American Council on Education, June 1965. (1)

22. Commission on Accreditation of Service Experiences. *State Department of Education Policies*. American Council on Education, January 1966. (1)

23. Committee on Education and Labor. *Juvenile Delinquency Control Act*. U. S. Government Printing Office, 1961. (1)

24. Committee on the Judiciary, United States Senate. *Juvenile Delinquency* - Hearings 86th Congress. U. S. Government Printing Office, 1960. (1)

25. Committee on the Judiciary, United States Senate. *Juvenile Delinquency* - Hearings 87th Congress. U. S. Government Printing Office, 1961. (1)

26. Committee on Labor and Public Welfare. *Exploring the Dimensions of the Manpower Revolution* (Volume 1 of Selected Readings in Employment and Manpower). U. S. Government Printing Office, 1964. (1)

27. Committee on Labor and Public Welfare. *Juvenile Delinquency Prevention and Control*. U. S. Government Printing Office, 1959. (1)

28. Committee on Labor and Public Welfare. *Nation's Manpower Revolution*, Part 1. U. S. Government Printing Office, 1963. (1)

29. Committee on Labor and Public Welfare. *Nation's Manpower Revolution*, Part 2. U. S. Government Printing Office, 1963. (1)

30. Committee on Labor and Public Welfare. *Nation's Manpower Revolution*, Part 3. U. S. Government Printing Office, 1963. (1)

31. Conant, James B. *Slums and Suburbs*. McGraw-Hill Book Company, 1961. (1)

32. Economic Report of the President. U. S. Government Printing Office, January 1966. (4)

33. Educational Policies Commission. Education and the Disadvantaged American. National Education Association, 1962. (1)

34. Educational Policies Commission of N. E. A. & A. A. S. A. Manpower and Education. National Education Association, 1956. (1)

35. Eighty-seventh Congress. Public Law 87-274 S. 279. U. S. Government Printing Office, September 22, 1961. (1)

36. Elam, Stanley (ed.). New Dimensions for Educational Progress. Phi Delta Kappa, 1962. (1)

37. Emerson, Lynn A. Technical Training in the United States in EDUCATION FOR A CHANGING WORLD OF WORK. U. S. Government Printing Office, 1963. (1)

38. Farwell, Gail F. and Herman J. Peters (eds.). Guidance Readings for Counselors. Rand McNally & Company, 1960. (1)

39. Ferguson, Donald G. Pupil Personnel Services. The Center for Applied Research in Education, Inc., 1963. (1)

40. Ferry, W. H. Caught on the Horn of Plenty. The Fund for the Republic, Inc., January 1962. (1)

41. Froehlich, Clifford P. and K. B. Hoyt. Guidance Testing. Science Research Associates, Inc., 1959. (1)

42. Ginzberg, Eli. The Nation's Children, 2. Development and Education. Golden Anniversary White House Conference on Children and Youth, 1960. (1)

43. Glazer, Nathan and Daniel P. Moynihan. Beyond the Melting Pot. M. I. T. Press, 1963. (4)

44. Goldman, Leo. Using Tests in Counseling. Appleton-Century-Crofts, Inc., 1961. (1)

45. Greenberg, Leon. The Relationship of Automation Productivity, and Employment - Current Developments in the United States. U. S. Department of Labor, 1964. (1)

46. Gross, Edward. Work and Society. Crowell Publishing Company. (1)

47. Habenstein, Robert W. and Edwin A. Christ. Professionalizer, Traditionalizer, and Utilizer. University of Missouri Press, 1963. (4)

48. Hahn, Milton E. and Malcolm S. MacLean. Counseling Psychology. McGraw-Hill Book Company, Inc., 1955. (1)

49. Harrington, Michael. The Other America. Penguin Books, 1962. (4)

50. Hass, Glen and Kimball Wiles (eds.). Readings in Curriculum. Allyn and Bacon, Inc., 1965. (1)

51. Hatch, Raymond N. and Buford Stefflre. Administration of Guidance Services, Organization, Supervision, Evaluation. Prentice-Hall, Inc., 1958. (1)

52. Hazlitt, Henry. "The Ethics of Capitalism" (from The Foundations of Morality). Education Division of the National Association of Manufacturers, September 1965. (2)

53. Hickerson, Nathaniel. Education for Alienation. Prentice-Hall, Inc., 1966. (1)

54. Hill, George E. Management and Improvement of Guidance. Appleton-Century-Crofts, 1965. (1)

55. Hillsborough County Public Schools. Hillsborough County Public Schools - Dropout Study. Hillsborough County Public Schools. (1)

56. Horrocks, John E. The Psychology of Adolescence--Behavior and Development. Houghton Mifflin Company, 1962. (1)

57. State of Illinois. Procedures for the Identification of Potential High School Dropouts. Office of the Superintendent of Public Instruction, 1962.(1)

58. Kell, Bill L. and William J. Mueller. Impact and Change: A Study of Counseling Relationships. Appleton-Century-Crofts, 1966. (1)

59. Kloes, Harold E. The School Dropout. State Superintendent of Public Instruction, Olympia, Washington, 1963. (1)

60. Komarovsky, Mirra. Blue-Collar Marriage. Random House, 1962. (4)

61. Krathwohl, D. R., Benjamin Bloom, and Bertram B. Masia. Taxonomy of Educational Objectives, The Classification of Educational Goals--Handbook II: Affective Domain. David McKay Company, Inc. (1)

62. Kvaraceus, William C. and William E. Ulrich. Delinquent Behavior. National Education Association, 1959. (1)

63. Kvaraceus, William C. Juvenile Delinquency. National Education Association, 1958. (1)

64. Landers, Jacob. Higher Horizons--Progress Report. Board of Education of the City of New York, January 1963. (1)

65. Legislative Reference Service. Profile of Youth-1963 Part I. U. S. Government Printing Office, 1964. (1)

66. Legislative Reference Service. Profile of Youth-1963 Part II. U. S. Government Printing Office, 1964. (1)

67. Linder, Ivan H. and Henry M. Gunn. Secondary School Administration: Problems and Practices. Charles E. Merrill Books, Inc., 1963. (1)

68. Los Angeles County Superintendent of Schools Office. Guiding Today's Youth. California Test Bureau, 1962. (1)

69. Maryland State Department of Education. Our Dropouts. Maryland State Department of Education, June 1963. (1)

70. Mathewson, Robert Hendry. Guidance Policy and Practice. Harper & Brothers, 1955. (1)

71. McDaniel, Henry B. Guidance in the Modern School. The Dryden Press, 1956.(1)

72. McGowan, John F. Counselor Development in American Society. Invitational Conference on Government-University Relations, June 2-3, 1965. (1)

73. Michael, Donald N. Cybernation: The Silent Conquest. The Fund for the Republic, Inc., 1962. (1)

74. Midwest Regional Pilot Conference. New Approaches to Counseling Girls in the 1960's. U. S. Government Printing Office, 1966. (1)

75. Miller, G. Dean and Edward O. Swanson (eds.). Automation, the Threat and the Promise. Twin City Vocational Guidance Association, 1964. (4)

76. Miller, Leonard M. and John F. Putnam. The Dropout--Schools Search for Clues to His Problems and Information: Terms and Computations. U. S. Department of Health, Education, and Welfare, Office of Education, May 1963(Reprint from School Life). (2)

77. Miller, Leonard M. and Roland G. Ross. Preparation in School and College Personnel Work. U. S. Department of Health, Education, and Welfare, OE-23031, 1963. (1)

78. Missouri University. Invitational Conference on Government-University Relations in the Professional Preparation and Employment of Counselors. U. S. Department of Labor and U. S. Department of Health, Education and Welfare, 1965. (1)

79. Moore, Bernice M. Juvenile Delinquency, Research, Theory and Comment. Association for Supervision and Curriculum Development, 1958. (1)

80. Moynihan, Daniel P. Morality of Work and Immorality of Opportunity. (1)

81. Murphy, Gardner. Human Potentialities. Basic Books, Inc., 1958. (1)

82. National Aeronautics and Space Administration. Apprenticeship Standards. N. A. S. A., May 1, 1963. (1)

83. National Commission on Technology, Automation, and Economic Progress. Technology and the American Economy - Vol. I. U. S. Government Printing Office, February 1966. (4)

84. National Science Foundation. Summary of American Science Manpower, 1964. National Science Foundation, March 1966. (1)

85. Nosow, Sigmund and William P. Form (eds.). Man, Work, and Society. Basic Books, Inc., 1962. (2)

86. Office of Economic Opportunity. Guidelines. Office of Economic Opportunity, December 1965. (1)

87. Office of Economic Opportunity. An Invitation to Help Project HEAD START. Project HEAD START, 1965. (1)

88. Office of Secondary and Vocational Education, St. Paul Public Schools. Second Dropout Study. August 1961. (1)

89. Orwell, G. Down and Out in Paris and London. The Berkeley Publishing Corporation. (6)

90. Panel of Consultants on Vocational Education. Education for a Changing World of Work. U. S. Government Printing Office, 1963. (1)

91. Panel of Consultants on Vocational Education. Education for a Changing World of Work--A Summary Report. U. S. Government Printing Office, 1963. (1)

92. Perez, Joseph F. Counseling: Theory and Practice. Addison-Wesley, 1965.(1)

93. Peters, Herman J. and Gail F. Farwell (eds.). Guidance, A Developmental Approach. Rand McNally & Company, 1959. (1)

94. Peters, Herman J. and James C. Hansen (eds.). Vocational Guidance and Career Development Selected Readings. The Macmillan Company, 1966. (2)

95. Pierce, James V. The Educational Motivation Patterns of Superior High School Students Who Do and Do Not Achieve. U. S. Department of Health, Education, and Welfare, Office of Education, 1959. (1)

96. Population Estimates, Bureau of the Census. U. S. Census Bureau. (10)

97. President's Advisory Committee on Labor-Management Policy. Automation. U. S. Government Printing Office, 1962. (1)

98. President's Commission. American Women. Women's Bureau of the Department of Labor, 1963. (1)

99. President's Committee on Youth Employment. The Challenge of Jobless Youth. U. S. Government Printing Office, 1963. (4)

100. President's Committee on Youth Employment. Reports of Subcommittees of the President's Committee on Youth Employment. U. S. Government Printing Office, June 1963. (2)

101. Reiss, Albert J., Jr. and A. L. Rhodes. *A Sociopsychological Study of Adolescent Conformity and Deviation*. U. S. Department of Health, Education, and Welfare, October 1958-October 1959. (2)

102. Research and Policy Committee. *Economic Literacy for Americans*. Committee for Economic Development, February 1962. (4)

103. Research and Policy Committee. *Raising Low Incomes Through Improved Education*. Committee for Economic Development, September 1965. (4)

104. Ribicoff, A., R. Kennedy and A. Goldberg. *Testimony on the Juvenile Delinquency and Youth Offenses Control Act of 1961*. U. S. Government Printing Office, July 1961. (1)

105. Riesman, David, et al. *The Lonely Crowd*. Doubleday and Company, Inc., 1954. (1)

106. Roeber, Edward C. *Occupational and Educational Information for Talented Students*. 1959. (1)

107. Roeber, Edward. *Occupational Experience in Career Development and A Counselor's Orientation to Occupational Experience*. Papers delivered to the 1963-64 Counseling and Guidance Institute. December 1964. (3)

108. Roeber, Edward C. *Orientation to the Job of a Counselor*. Science Research Associates, Inc., 1961. (1)

109. Sachs, Benjamin M. *The Student, the Interview, and the Curriculum*. Houghton Mifflin Company, 1966. (1)

110. Schreiber, Daniel (ed.). *Guidance and the School Dropout*. N. E. A. and A. P. G. A., 1964. (4)

111. Schreiber, Daniel. *A School's Work with Urban Disadvantaged Pupils.* College Board, 1960. (1)

112. Segal, David and Ronald A. Ruble. *The Lincoln Project*. Albuquerque Public Schools, 1962. (1)

113. Seidman, Jerome M. (ed.). *The Adolescent--A Book of Readings*. Holt, Rinehart and Winston, Inc., 1960. (1)

114. Shertzer, Bruce and Herman J. Peters. *Guidance: Techniques for Individual Appraisal and Development*. Macmillan Company, 1965. (1)

115. Shostak, Arthur B. and William Gomberg. *Blue-Collar World*. Prentice-Hall, 1964. (4)

116. Shostak, Arthur B. and William Gomberg. *New Perspectives on Poverty*. Prentice-Hall, Inc., 1965. (4)

117. Shriver, Sargent. Poverty. Americana Corporation, 1965. (Reprinted from The Encyclopedia Americana) (1)

118. Simon, Kenneth A. and W. Vance Grant. Digest of Educational Statistics - 1965 ed. U. S. Government Printing Office, 1965. (1)

119. Special Committee on Aging. Elderly Citizens of Our Nation. U. S. Government Printing Office, 1963. (1)

120. Stewart, Lawrence H. and Charles F. Warnath. The Counselor and Society. Houghton Mifflin Company, 1965. (1)

121. Strang, Ruth and Glyn Morris. Guidance in the Classroom. The Macmillan Company, 1964. (1)

122. Strasser, Arnold. Factory Workers Under Bargaining Agreements. U. S. Department of Labor, 1965. (1)

123. Super, Donald E. and John O. Crites. Appraising Vocational Fitness. Harper & Row Publishers, 1962. (1)

124. Super, Donald E. The Psychology of Careers. Harper & Brothers, 1957. (1)

125. Super, Donald E., et al. Vocational Development A Framework for Research. Stratford Press, Inc., 1957. (1)

126. Tennyson, W. Wesley. The Teacher's Role in Career Development. Minnesota Department of Education, 1960. (4)

127. Thomas, Lawrence. The Occupational Structure and Education. Prentice-Hall, Inc., 1956. (1)

128. Tucson Public Schools. Counselors "Drop-Out"Study. Department of Guidance and Counseling, Tucson Public Schools, May 1963. (1)

129. Turner, B. A. Occupational Choices of High School Seniors in the Space Age. Texas Southern University, 1964. (1)

130. Twiford, Don D. Inservice Education for School Counselors. U. S. Government Printing Office, 1965. (1)

131. Twiford, Don D. (ed.). Physical Facilities for School Guidance Services. U. S. Department of Health, Education, and Welfare, OE-25013. (1)

132. Tyler, Leona E. The Psychology of Human Differences. Third Edition. Appleton-Century-Crofts, 1965. (1)

133. U. S. Department of Commerce. Americans at Mid-Decade. U. S. Government Printing Office, March 1966. (10)

134. U. S. Department of Commerce. Consumer Income. Bureau of the Census, October 21, 1963, No. 41. (1)

135. U. S. Department of Commerce. "Factors Related to College Attendance of Farm and NonFarm High School Graduates: 1960." *Farm Population*. Bureau of the Census, June 15, 1962, No. 32. (2)

136. U. S. Department of Commerce. *How Our Income Is Divided*. U. S. Bureau of the Census, 1961. (1)

137. U. S. Department of Health, Education, and Welfare. *Commitment to Youth*. OE-25039, 1964. (1)

138. U. S. Department of Health, Education, and Welfare. *Education and Training*. U. S. Government Printing Office, April 1, 1965. (1)

139. U. S. Department of Health, Education, and Welfare. *Health Services and Juvenile Delinquency*. U. S. Government Printing Office. (1)

140. U. S. Department of Health, Education, and Welfare. *Implications for Elementary Education*. White House Conference on Children and Youth, OE-20033, 1960. (1)

141. U. S. Department of Health, Education, and Welfare. *1965 Year of Legislative Achievements*. U. S. Government Printing Office (Reprint from *Health, Education, and Welfare Indicators*, April 1965-February 1966). (1)

142. U. S. Department of Health, Education, and Welfare. *Design for Dropout Studies*. U. S. Office of Education. (1)

143. U. S. Department of Health, Education, and Welfare, Office of Education. *New Legislative Landmarks in Education* October 1963 - February 1964. U. S. Government Printing Office, May 1964. (1)

144. U. S. Department of Health, Education, and Welfare. *Report to the Congress on Juvenile Delinquency*. U. S. Government Printing Office, 1960. (1)

145. U. S. Department of Health, Education, and Welfare, Office of Education. *Retention in High Schools in Large Cities*. U. S. Government Printing Office, 1957. (1)

146. U. S. Department of Health, Education, and Welfare. *State Data and State Rankings in Health, Education, and Welfare* Part 2 of 1964 edition of *Health, Education, and Welfare Trends*. 1964. (1)

147. U. S. Department of Labor. *Bureau of Labor Statistics Catalog of Publications--July - December, 1965*. U. S. Department of Labor. (1)

148. U. S. Department of Labor, Bureau of Labor Statistics. *Employment Certificates--Help You Help Youth*. U. S. Government Printing Office, 1964. (1)

149. U. S. Department of Labor, Bureau of Labor Statistics. *Occupational Outlook Quarterly*, Vol 10, No. 1, February 1966. U. S. Government Printing Office, 1966. (1)

150. U. S. Department of Labor. *Design for Community Action*. March 1962. (1)

151. U. S. Department of Labor. *Dictionary of Occupational Titles* 1965 Vol. I - Third Edition. U. S. Government Printing Office, 1965. (1)

152. U. S. Department of Labor. *Dictionary of Occupational Titles* 1965 Vol. II - Third Edition. U. S. Government Printing Office, 1965. (1)

153. U. S. Department of Labor. *Employment of High School Graduates and Dropouts in 1964*. U. S. Government Printing Office, June 1965. (1)

154. U. S. Department of Labor. *Employment of School Age Youth*. U. S. Government Printing Office, July 1965. (1)

155. U. S. Department of Labor. *An Explanation of the Manpower Development and Training Act*. U. S. Government Printing Office, 1962. (1)

156. U. S. Department of Labor. *From School to Work*. U. S. Government Printing Office, 1961. (1)

157. U. S. Department of Labor. *Important Events in American Labor History 1778-1963*. U. S. Government Printing Office, 1964. (1)

158. U. S. Department of Labor. *Indexes of Output Per Man-Hour Selected Industries 1939 and 1947-63*. December 1965. (1)

159. U. S. Department of Labor. *Manpower--Challenge of the 1960's*. U. S. Government Printing Office, 1960. (3)

160. U. S. Department of Labor. *Manpower Report of the President*. U. S. Government Printing Office, 1963. (1)

161. U. S. Department of Labor. Manpower Report of the President. U. S. Government Printing Office, 1965. (1)

162. U. S. Department of Labor. *Manpower Report of the President*. U. S. Government Printing Office, March 1966. (1)

163. U. S. Department of Labor. *The National Apprenticeship Program*. U. S. Government Printing Office, 1965. (1)

164. U. S. Department of Labor, Neighborhood Youth Corps. *From a World of Poverty to a Life of Hope*. 1965. (1)

165. U. S. Department of Labor. *Occupational Outlook Handbook*. U. S. Government Printing Office, 1966-67. (1)

166. U. S. Department of Labor. *Outlook for Summer Jobs*. 1964 and 1966. (1)

167. U. S. Department of Labor. *Planned Training . . . Your Future Security*. U. S. Government Printing Office, 1965. (1)

168. U. S. Department of Labor. *School and Early Employment Experience of Youth.* U. S. Government Printing Office, August 1960. (1)

169. U. S. Department of Labor. *Special Labor Force Report - No. 49.* U. S. Government Printing Office, 1965. (1)

170. U. S. Department of Labor. *Wage, Price, and Productivity Statistics.* U. S. Department of Labor, Bureau of Labor Statistics, 1964. (1)

171. Venn, Grant. *Man, Education and Work.* American Council on Education, 1964. (4)

172. Walsh, Raymond J. *Relationship of Enrollment in Practical Arts and Vocational Courses to the Holding Power of the Comprehensive High School.* University of Missouri, Department of Industrial Education, 1966. (1)

173. Warner, Lloyd W., et al. *Social Class in America.* Science Research Associates, Inc., 1949. (1)

174. Warner, O. Ray. *Cost of Secondary School Guidance Services.* U. S. Government Printing Office, 1966. (1)

175. Warters, Jane. *Techniques of Counseling.* Second Edition. McGraw-Hill Book Company, Inc., 1954. (1)

176. Wattenberg, William W. *Relationship of School Experiences to Delinquency.* U. S. Department of Health, Education, and Welfare, September 1959 to June 1959. (2)

177. Weeks, Robert P. (ed.). *Machines and the Man.* Appleton-Century-Crofts, Inc., 1961. (1)

178. Weitz, Henry. *Behavior Change Through Guidance.* John Wiley & Sons, Inc., 1964. (1)

179. Wellington, Burleigh C. and Jean Wellington. *The Underachiever: Challenges and Guidelines.* Rand McNally & Company. (1)

180. White House Conference on Children and Youth. *Children in a Changing World.* Golden Anniversary White House Conference on Children and Youth, Inc., 1960. (1)

181. White House Conference on Children and Youth. *Children and Youth in the 1960's.* Golden Anniversary White House Conference on Children and Youth, Inc., 1960. (1)

182. White House Conference on Children and Youth. *Conference Proceedings.* Golden Anniversary White House Conference on Children and Youth, Inc., March 27-April 2, 1960. (1)

183. White House Conference on Children and Youth. *Recommendations.* Golden Anniversary White House Conference on Children and Youth, 1960. (1)

184. Wilensky, Harold L. and Charles N. Lebeaux. Industrial Society and Social Welfare. Russell Sage Foundation, 1958. (3)

185. Wirtz, Willard. Manpower Research and Training. U. S. Government Printing Office, 1964. (1)

186. Wolfbein, Seymour. Employment and Unemployment in the United States. Science Research Associates, Inc. (4)

187. Wrenn, Gilbert C. The Counselor in a Changing World. American Personnel and Guidance Association, 1962. (1)

188. Zeran, Franklin R. and Anthony C. Riccio. Organization and Administration of Guidance Services. Rand McNally and Company, 1962. (1)

APPENDIX J

Textbook List

TEXTBOOK LIST FOR G400 -- TRAINING INSTITUTE FOR VOCATIONAL GUIDANCE AND COUNSELING PERSONNEL

1. Borow, Henry (ed), *Man in a World at Work*, Houghton Mifflin Co.
2. Lebergott, Stanley, *Men Without Work: The Economics of Unemployment*, Prentice-Hall, 1964.
3. Moynihan, D., *The Negro Family: The Case for National Action*, U.S. Department of Labor, Government Printing Office.
4. Peters, Herman J. and Hansen, James C. (ed), *Vocational Guidance and Career Development*, selected readings, The Macmillan Company, 1966.
5. Seligmen, B. (ed), *Poverty as a Public Issue*, Free Press, N. Y., 1965.
6. Soule, George, *The New Science of Economics, An Introtion*, Fawcett Publications, Inc., 1965.

APPENDIX K

Dimensions of Vocational Counseling

Working Papers
(Preliminary Draft)

(See Attachment)

APPENDIX L

Institute Evaluation Form

UNIVERSITY OF MISSOURI
COLUMBIA

COLLEGE OF EDUCATION

To: Institute Participants:

The Training Institute for Vocational Guidance and Counseling Personnel was designed to achieve certain objectives. Specifically it proposed to develop understanding and knowledge which would enable you as a supervisor and leader to improve vocational counseling in the program where you have responsibilities. The areas of understandings and knowledge included:

(1) economic factors influencing
  (a) the need for vocational and technical education, and
  (b) the vocational decision-making process among youth and adults

(2) social and cultural factors related to the vocational motivations and opportunities of youth and adults, as well as, the significance of these factors in understanding and counseling with the economically, socially, and culturally disadvantaged

(3) psychological factors related to the career development and the vocational decision-making process among the non-college bound students, including considerations of the interactions of abilities, aptitudes, interests, values, and environmental antecedents in the psychodynamics of these processes

(4) administrative procedures for the evaluation of economic, social and cultural, and psychological factors in the organization of a program to provide effective vocational counseling for non-college bound youth and adults

(5) coordination of the vocational counseling activities of the various local, State, and Federal agencies supporting and operating programs for the vocational training of youth and adults, including specific knowledge of such activities and suggested cooperative arrangements

We now invite you to assess your Institute experience within the framework of the above objectives. The only true evaluation must come from an estimate of assistance you received that will help you do a more effective job. This is difficult to determine but you are in the best position of anyone to make such a determination.

Please fill out the following evaluation form and DO NOT SIGN YOUR NAME. - Thank you.

Frank E. Wellman, Director
Training Institute for Vocational
Guidance and Counseling Personnel

Institute Evaluation

Please rate the following aspects of the Institute by placing a check mark in the appropriate box.

I. Area One - Economic Dimensions of Vocational Counseling

	Superior	Adequate	Inadequate
1. Lecture and Discussion Sessions			
2. Resource Materials			
3. Organization of Content			
4. Appropriateness of Content to Vocational Counseling			

II. Area Two - Social and Cultural Dimensions of Vocational Counseling

	Superior	Adequate	Inadequate
1. Lecture and Discussion Sessions			
2. Resource Materials			
3. Organization of Content			
4. Appropriateness of Content to Vocational Counseling			

III. Area Three - Psychological Dimensions of Vocational Counselin

	Superior	Adequate	Inadequate
1. Lecture and Discussion Sessions			
2. Resource Materials			
3. Organization of Content			
4. Appropriateness of Content to Vocational Counseling			

IV. Area Four - Administrative Dimensions of Vocational Counselin

	Superior	Adequate	Inadequate
1. Lecture and Discussion Sessions			
2. Resource Materials			
3. Organization of Content			
4. Appropriateness of Content to Vocational Counseling			

V. General Institute Organization

	Superior	Adequate	Inadequate
1. Facilities for General Sessions			
2. Facilities for Work Groups			
3. Housing			
4. General Administration			

General Comments:

1. Major strengths and weaknesses of this Institute experience as a benefit to you in performing your work.

2. Suggestions for improvement of this type of Institute.